

DOCUMENT RESUME

ED 241 895

CS 007 381

TITLE A Learning Continuum for Reading and Literature.
Volume One. Grades K-6.

INSTITUTION Ventura Unified School District, CA.

PUB DATE Jul 77

NOTE 140p.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS *Basic Skills; *Continuous Progress Plan; Curriculum Guides; Elementary Education; *Individualized Instruction; Individualized Reading; Learning Activities; *Literature; Reading Comprehension; *Reading Instruction; Study Skills; Vocabulary Skills; Word Recognition; Writing (Composition)

IDENTIFIERS *Continuum Models; PF Project

ABSTRACT

Designed for teachers of students in grades K-6, the guide presents a reading and literature continuum which covers the basic reading skills, as well as the essential elements of oral and written expression. Arranged by grade level, a major description and rationale are provided for each identified skill area. Following the introduction is a brief explanation of the continuum's numbering system and information on how to utilize the summary of performance objectives when planning classroom instruction. Performance objectives, criteria, and sample activities for each area of the continuum are provided. Specific topics include perception, word identification, vocabulary, comprehension, study skills, forms of literature, and structure of literature. (LH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED241895

This document has been reproduced as
received from the person or organization
originating it.

✓ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

A Learning Continuum For

READING and LITERATURE

Reading

Perception
Word Identification
Vocabulary
Comprehension
Study Skills

Literature

Forms
Prose
Poetry
Drama
Structure
Plot
Setting
Characterization

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Patrick O.

Rooney

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

VOLUME ONE

Elementary Objectives/Criteria/Activities - K-6

Kindergarten	Pink Section
Grade One	Yellow Section
Grade Two	Green Section
Grade Three	Golden Section
Grade Four	Blue Section
Grade Five	White Section
Grade Six	Buff Section

Dr. Patrick O. Rooney
District Superintendent

Dr. Jackson L. Partin
Assistant Superintendent
Educational Services Division

VENTURA UNIFIED SCHOOL DISTRICT
Ventura, California

July 1977

CS 007-381

READING AND LITERATURE TASK FORCE
SUMMER 1977

CO-DIRECTORS

Dr. Jackson L. Partin
Assistant Superintendent, Educational Services Division

Orlando F. Caputo
Director of Elementary Education

John A. Bay
Director of Secondary Education

CO-CHAIRMEN

Ronald Gluyas
Principal, Sheridan Way

Michael Shanahan
Assistant Principal-Instruction, Ventura High School

CONSULTANT

Polley Renshaw
Communication Specialist, St. Bernard Parish,
Chalmette, Louisiana

WORKSHOP PARTICIPANTS (Ventura Unified School District)

Geraldine Bennett, Junipero Serra
Sheila Brady, Juanamaria
Sherree Clark, De Anza
Barbara Clifford, Sheridan Way
Joseph C. Cline, Cabrillo
Norma J. Curtis, Ventura
Edna Lee Edwards, Buena
Judy C. Espinosa, Balboa
Paul Jablonowski, Loma Vista
Sharon Knopsnyder, E. P. Foster
Bryan McCabe, Sheridan Way
William R. Meierding, Cabrillo
Sally E. Myles, Balboa
Jo Catherine Nash, Pierpont
Jeffrey C. Nelsen, Loma Vista
Marietta O'Farrell, De Anza
Jerry Ricci, Ventura
Phyllis Robertson, Balboa
Reba M. Smothermon, Santa Ana
Harriet Ziegler, Sheridan Way

WORKSHOP SECRETARIES

Marie Troutman
Valli Davis

WORKSHOP TYPISTS

Donna McCaslin
Lynnette Loveland

Foreword

This guide is intended to help the teacher meet the individual needs of the students. It is hoped that in all categories as many objectives will be met as each student is capable of mastering. Though emphasis may be placed on the development of a given skill, such as punctuation, that skill is not to be isolated from others; rather, it is to be incorporated into the entire language arts program. It is suggested that the teachers integrate objectives from the oral and written communication continuum to provide an effective, total language arts program.

Reading and writing are representations of oral expression. The elementary grades have traditionally tended to emphasize the oral, while the secondary have emphasized the written. Most experts agree that oral language is the foundation on which reading and writing rest. This consensus prompted the California Framework Committee to propose a reorganization of the language arts curriculum to give oral language a significant place in the instruction program in kindergarten through grade twelve.

Audio/oral and reading/writing skills are mutually enhancing, and equal attention should be devoted to both. Greater opportunity for specialization should be permitted so students who perform poorly in one area can be successful in another. We must not neglect either the oral or written expression.

Foreword (Continued)

A continuous progress program involves diagnosis to determine at what level the student is functioning, prescription for instruction, and evaluation of student achievement. By the end of each year, each student should show proficiency in those objectives indicated by an asterisk.

Because students learn at differing rates, grade placement of objectives is only a guide for development of skills. In order to meet the individual needs of each student, it is expected that the teacher will utilize objectives from several grade levels; special emphasis should be placed on the process of individualizing instruction and evaluation.

The activities listed are intended only as suggestions to supplement those already used by teachers.

READING and LITERATURE

Volume One

K-6

Contents

	<u>Page</u>
1977 Summer Task Force	i
Foreword	ii
<u>Table of Contents</u>	iv
Introduction	1
Chart of Performance Objectives	2
Using the Summary of Performance Objectives.	3
Summary of Performance Objectives	4
<u>Performance Objectives/Criteria/Activities</u>	
Kindergarten	Pink Section
Grade One	Yellow Section
Grade Two	Green Section
Grade Three	Golden Section
Grade Four	Blue Section
Grade Five	White Section
Grade Six	Buff Section
(See Volume Two for Grades 7-12)	

INTRODUCTION

The Reading and Literature continuum covers the basic reading skills, as well as the essential elements of oral and written expression. At the beginning of each grade level is a major description and rationale for each identified area of the continuum.

Within the body of the continuum are the performance objectives, criteria and sample activities for each area of the continuum color coded by grade level.

Following the introduction is a brief explanation of the numbering system and information on how to read the continuum and how to use the continuum in planning classroom instruction.

The Summary of Performance Objectives is a scope and sequence chart for reading and literature, kindergarten through grade six.

Volume One contains the objectives for kindergarten through grade six. Volume Two is under separate cover and includes grades seven through twelve. The two volumes should be looked at together when considering the reading and literature program for Ventura Unified School District.

READING and LITERATURE

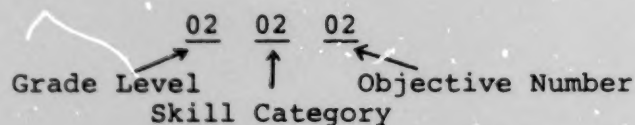
Chart of Performance Objectives

	<u>GRADES</u>											
	K	1	2	3	4	5	6	7	8	9	10	11/12
Perception	X											
Word Identification	X	X	X	X	X	X	X	X	X	X	X	X
Vocabulary	X	X	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X	X	X
Study Skills	X	X	X	X	X	X	X	X	X	X	X	X
Forms of Literature	X	X	X	X	X	X	X	X	X	X	X	X
Structure of Literature								X	X	X	X	X

USING THE SUMMARY OF PERFORMANCE OBJECTIVES

The following charts give an overview of the grade levels, skill categories, and performance objectives contained in the continuum.

1. Each performance objective has a six-digit number which denotes grade level, skill category, and objective sequence number:



(Grade 2, Word Identification, Objective 2 - Identifies Medial Consonants)

2. Using the category heading such as Vocabulary, the teacher can see the developmental sequence by reading across the chart.
3. The grade level placement of performance objectives is an approximation: the attempt by the committee was to place the objectives where they are traditionally introduced.
4. It is understood that individual students will work on objectives appropriate for them regardless of grade-level chart placement.
5. Special emphasis should be placed on the process of individualizing instruction and evaluation.
6. An asterisk designates the minimal basic skills to be achieved by students by the end of the year.

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

01 PERCEPTION	00	01	02	03
	01* Runs, hops, throws, rolls, crawls, walks on balance board 02* Draws simple geometric shapes (circle, triangle, square, rectangle) 03 Follows left to right course 04* Names familiar sounds 05* Distinguishes auditory likenesses and differences 06* Identifies eight basic colors 07* Matches shapes 08* Selects picture with missing element 09* Matches upper and lower case letters which are alike			
10		4		11

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

02 WORD IDENTIFICATION	00	01	02	03
Phonetic	01* Identifies upper case letters 02 Identifies lower case letters 03 Identifies initial consonant sounds	01* Supplies rhyming words for orally presented word 02* Identifies initial consonant sounds 03 Identifies consonant blends of words given orally: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, tw Identifies consonant digraphs: ch, sh, th, wh 04 Identifies variable consonants: c, g, s 05* Identifies vowel letter which corresponds to the long vowel sound 06 Selects vowel letter which represents the short vowel sound 07 Identifies vowel digraphs: ai, ae, oa, ee, ay, ea 08 Identifies vowel diphthongs: oi, ou, ow, oy 09 Identifies the sound represented by: ar, er, ir, ur	01* Identifies final consonant sounds 02* Identifies medial consonant sounds 03* Identifies consonant blends: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sl, sm, sn, sp, st, tr, tw, wr 04 Identifies triple consonant blends: sch, scr, shr, spl, spr, squ, str, tch, thr 05* Identifies consonant digraphs: ch, ck, th, sh, ph, wh 06 Identifies consonant digraphs: gh, ng 07 Identifies silent consonants: kn, gh, mb, wr, gn 08 Identifies variable consonants: c, g, s 09 Identifies long vowel sounds. 10* Identifies short vowel sounds 11 Identifies vowel digraphs: ai, ae, oa, ee, ay, ea 12 Identifies vowel diphthongs oi, ou, ow, oy 13 Identifies sounds represented by ar, er, ir, ur	01* Identifies triple blends 02* Forms new words from phonograms and blends. 03* Identifies silent consonants: kn, gh, mb, wr, gn 04* Distinguishes between hard and soft c and g in written words. 05* Distinguishes short and long vowel sounds 06* Identifies words containing a given vowel diphthong 07* Identifies vowel sound in given words as short, long or r-controlled

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

02 WORD IDENTIFICATION	00	01	02	03
<u>Structural</u>	04* Sorts picture into categories 05* Claps syllables	10* Identifies the root words in illustrated compound words 11* Identifies singular and plural forms of words, s and es 12 Points out that possession is indicated by 's 13* Identifies and uses prefixes: a, be 14 Identifies and uses suffixes: s, d, ed, ing 15 Indicates the number of syllables	14* Divides compound words 15* Identifies -ies plural forms of words 16 Specifies that 's indicates possession 17* Identifies the base words of contractions 18* Identifies and uses prefixes: re, un, al 19 Identifies and uses suffixes: s, d, ed, ing, ly 20* Indicates the number of syllables	08 Recognizes compound words 09 Identifies irregular plurals 10* Identifies possession endings 11 Forms contractions from given base words 12 Recognizes and uses prefixes: en, ex, dis, de, com, for, pre 13* Recognizes and uses suffixes: er, est, less, ness, ment, able 14 Identifies the root word of an affixed word

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

03 VOCABULARY	00	01	02	03
	01* Identifies own name written in manuscripts	01 Identifies given words at the pre-primer and primer levels	01 Identifies given words from first and second basal reading texts	01 Supplies appropriate synonym
	02* Recognizes antonyms	02 Selects correct synonym	02 Supplies correct synonym	02 Supplies an antonym
	03 Labels objectives	03 Supplies antonyms	03 Identifies antonyms	03 Chooses correct homonym
	04* Recognizes rhyming words	04 Selects homonym	04 Chooses correct homonyms	04 Uses context clues to identify the meaning of an unfamiliar word in a sentence
			05* Selects the correct word to complete a sentence	05 Identifies high frequency utility words
			06* Selects words that rhyme	

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

04 COMPREHENSION	00	01	02	03
	01 Identifies the main idea, names of characters and major details	01* Recalls main idea; names of characters; important details and stated sequence	01* Identifies the word that names the key pictures	01 Identifies a statement presenting the main idea of a given paragraph
	02* Recognizes sequence	02* Labels activity depicted in a given picture	02 Selects the main idea, names of characters, major details	02 Recalls details
	03* Reports an event from the story	03 Infers previous and subsequent action	03 Places the events of a story in sequence	03 Recognizes sequence
	04* Distinguishes between true and false statements	04 Tells if event occurred at the beginning, middle or end of the story	04 Organizes the pictures in the sequence of the plot	04 Draws conclusions
	05* Distinguishes between real and imaginary situations in pictures	05 Tells how main character felt at the beginning and end of the story	05* Chooses words which describe the feelings of the main character	05 Identifies the emotion of each character in a given selection
	06* Recognizes how the main character felt at the beginning and end of the story	06 Relates story content to experience	06 Selects an appropriate ending	
	07* Predicts probable outcomes	07 Distinguishes between real and imaginary events		
		08* Distinguishes between true and false statements		

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

05 STUDY SKILLS	00	01	02	03
	01* Follows simple oral directions 02* Places objects left or right as directed 03* Recognizes the letters of the alphabet in order 04* Points out place in school environment and identifies their purposes	01* Follows simple one and two step oral directions 02* Writes the letters of the alphabet in order 03* Traces a route from one designated place to another 04 Locates words in a picture dictionary	01* Follows simple one, two, three step oral directions 02* Arranges words with the same first letters in alphabetical order 03* Identifies directions on a map 04* Uses table of contents to locate the beginning page of a given article or story 05 Locates words and their meanings in a picture dictionary	01 Follows written instructions 02* Locates and uses title page 03* Locates the page number in a given table of contents 04 Uses the four compass points on a map 05 Uses guide words to find dictionary entries 06 Applies principles of alphabetizing words beginning with the same two letters

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

06 FORMS OF LITERATURE	00	01	02	03
	01 Tells if a situation is real or make-believe	01 Tells if a situation is real or make-believe	01 Tells if a situation is real or make-believe	01 Tells if a situation is real or make-believe
	02 Identifies selection which is a rhyming poem	02 Identifies selection which is a rhyming poem	02 Identifies selection which is a rhyming poem	02 Identifies selection which is a rhyming poem
	03 Identifies selection which is a play	03 Identifies selection which is a play	03 Reads a character part aloud	03 Reads a character part aloud
		04 Reads a book of his/her own choice and shares it	04 Reads a book of his/her own choice and shares it	04 Reads a book of his/her own choice and shares it

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

02 WORD IDENTIFICATION	04	05	06
<u>Phonetic</u>	01 Demonstrates knowledge of phonetic skills	01 Demonstrates knowledge of phonetic skills	01* Pronounces words correctly
<u>Structural</u>	02 Identifies variant possessive forms in context	02* Identifies irregular plurals	02* Identifies word parts
	03* Writes contraction words	03* Identifies the roots of given words with affixes	03* Divides words into syllables
	04 Affixes prefixes and suffixes from a list to root words	04* Divides multisyllabic words into syllables	
	05 Uses rules of syllabication		

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

03 VOCABULARY	04	05	06
	01 Recognizes categories 02 Supplies homonyms, synonyms or antonyms 03 Indicates comprehension of words 04 Identifies words significant to content areas 05 Identifies high frequency utility words	01 Spells homonyms correctly 02 Chooses the correct meaning for multi-meaning word 03 Identifies words significant to content areas 04 Identifies high frequency utility words	01* Categorizes words from a given list 02 Selects appropriate synonym 03* Selects correct homonym 04 Selects the correct definition for a particular word in context 05* Matches words with prefixes with their definitions 06* Matches selected suffixes with correct definitions 07* Selects root words of given words

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

04 COMPREHENSION	04	05	06
	01 Reads a selection and summarizes the main idea 02 Answers questions about the details of a selection 03 Arranges a list of phrases revealing a time sequence 04 Analyzes inferences related to a given paragraph 05 Selects appropriate personality characteristic for a main character	01 Identifies main idea and supporting details 02 Identifies pertinent details 03 Reorders given paragraphs to form a logical sequence 04 Matches each cause statement with its corresponding effect statement 05 Predicts probable outcome 06 Classifies statement as fact or opinion 07 Identifies the main problem 08 Identifies character motivation	01* Selects main idea from a given paragraph 02 Determines the inferred main idea in a paragraph 03* Finds a given number of specific details in a selection 04 Indicates correct time-order relationship 05 Points out the effect after reading a situational selection with a stated cause 06 Identifies logical conclusion of a reading selection when given a list of conclusions 07 Selects the inferred conclusion from a paragraph 08 Classifies a sentence as fact or opinion 09 Chooses relevant facts from a list of relevant and irrelevant facts 10 Selects the correct word or statement to complete an analogy
28		13	29

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

05 STUDY SKILLS	04	05	06
	01* Alphabetizes words 02* Uses an index 03* Uses guide and entry words of a dictionary 04 Skims and locates information 05 Determines directions by locating the four main compass points on a map 06 Identifies places, routes, directions on a map 07 Uses encyclopedias to obtain specific information 08 Uses a card catalog to locate a specific book	01* Locates index, glossary, table of contents, list of illustrations, bibliography and title pages by noting page number 02 Uses a pronunciation key to guide in identifying the correct phonetic re-spelling of a given word 03 Skims material within a time limit and answers questions based on the selection 04* Relates information from a map by reading the legend 05* Locates specific information using a telephone directory	01* Follows written directions 02* Follows written directions on printed form 03 Uses the legend as a key for a given map 04 Interprets information from a table 05 Interprets information from a chart 06* Utilizes alphabet skills to find information 07* Uses table of contents in various types of reading matter 08 Uses an index to find topics and subjects 09* Utilizes the glossary of a textbook 10* Uses guide words and entry words when using dictionary 11 Uses the dictionary to pronounce new words 12* Uses the library 13 Uses SQ3R

SUMMARY OF PERFORMANCE OBJECTIVES

* An asterisk indicates a minimum expected level of achievement.

06 FORMS OF LITERATURE	04	05	06
	01 Differentiates between fictional forms and factual forms (non-fiction) 02 Identifies mood and/or characters of a given poem 03 Follows stage directions of a given dramatic selection 04 The student reads a book of his/her own choice and shares it	01 Classifies a selection as biography, folklore, factual, fictional 02 Identifies mood and/or characters of a poem 03 Follows stage directions of a given dramatic selection 04 The student reads a book of his/her own choice and shares it	01* Classifies a given portion of a literary selection as fable, folk-tale, narrative, fiction (adventure, mystery, humor) 02 Classifies a given selection of non-fiction as newspaper or periodical article, essay, biography, autobiography or scientific writing 03 Identifies mood and/or characters of a poem 04 Follows stage directions of a dramatic selection 05 The student reads a book of his/her own choice and shares it

ReadingPink
Page
1

01 PERCEPTION - Description/Rationale

Objectives/Criteria/Activites

- *1. Motor
- *2. Motor
- *3. Motor
- *4. Auditory
- *5. Auditory
- *6. Visual
- *7. Visual
- *8. Visual
- *9. Visual

02 WORD IDENTIFICATION - Description/Rationale 3

Phonetic Analysis

Objectives/Criteria/Activities

- *1. Letter mastery
- 2. Letter mastery
- 3. Consonant sounds

Structural Analysis

Objectives/Criteria/Activities

- *4. Sorts into categories
- *5. Claps syllables

03 VOCABULARY - Description/Rationale 5

Objectives/Criteria/Activities

- *1. Name
- *2. Antonym
- 3. Labels
- *4. Rhyming

04 COMPREHENSION - Description/Rationale 7

Objectives/Criteria/Activities

- 1. Main idea
- *2. Sequence
- *3. Critical comprehension
- *4. Critical comprehension
- *5. Critical comprehension
- *6. Critical comprehension
- *7. Critical comprehension

(*) Asterisk designates a minimum expected level of achievement.

00 KINDERGARTEN

Reading (continued)

Pink
Page

05 STUDY SKILLS - Description/Rationale 9

Objectives/Criteria/Activities

- *1. Following directions
- *2. Following directions
- *3. Alphabetical order
- *4. Visual

Literature

06 FORMS OF LITERATURE - Description/Rationale 11

Objectives/Criteria/Activities

- 1. Prose
- 2. Poetry
- 3. Drama

01 PERCEPTION MOTOR

Description: Perception includes large and small motor tasks, as well as visual and auditory discrimination.

Rationale: Proper physical development serves as a basis for the formation of key reading readiness concepts. To perform the physical functions vital in the reading process, physical development must be assessed and weaknesses strengthened.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student runs, hops, throws, rolls, crawls, and walks on a balance board.	1. Given a structured set of large motor activities, the student performs the tasks.
*2. The student reproduces a circle, triangle, square, and rectangle.	2. Given a worksheet with a circle, square, triangle, and rectangle produced on the left side of the page, the student reproduces each (on the right side of each pictured shape).
*3. The student follows a course from a point on the left side of the paper to a point on the right side.	3. Given a worksheet with points on the left side of the page and points on the right side of the page, the student draws lines from left to right to connect the points.
*4. The student names familiar sounds from his environment when sound is his only sensory stimulus.	4. Given ten different sounds while blindfolded, the student names at least eight of the ten.
*5. The student discriminates auditory likenesses and differences in given words.	5. Given a list of pairs of words orally, some of which are identical, the student identifies which are alike and which are different.
*6. The student identifies basic colors.	6. Given a color chart of the eight basic colors, the student names each color.
*7. The student matches shapes.	7. Given a worksheet with rows of shapes, the student selects the geometric shape which corresponds with a key geometric shape in each row.

01 PERCEPTION (continued)

PERFORMANCE OBJECTIVES	CRITERIA
*8. The student identifies the missing element.	8. Given three pictures, the student selects the missing element from a set of two identical pictures and a third picture with a missing element.
*9. The student matches upper and lower case letters which are alike, in isolation.	9. Given a worksheet with rows of letters, the student marks the two letters in each row with the same name.

ACTIVITIES

1. The student participates in activities using the following: obstacle courses, bean bags, balls, Simon Says, Hap Palmer records, tumbling mats, hopscotch, jump rope, etc.
2. The student draws large shapes in the air and on the chalkboard. On dittos the student traces geometric shapes.
3. Given a maze, the student follows the course to a designated end without touching either side of the course.
4. The student, blindfolded, listens to sounds and names them: dropped book, dropped pencil, running water, torn paper, walking feet, closing a door, animal sounds or musical instruments, using records, tapes, or teacher produced sounds.
5. The student listens to two words, such as "bad-bad" or "bad-bed," recited by the teacher and tells whether they are alike or different.
6. The student names objects in the room of a certain color. All students wearing "red" stand up. Hap Palmer record "Colors."
7. (a) Given three pictures, two of which are alike, the student points out the one which is different.
 (b) Given a sheet with five rows of shapes and two shapes on each row being alike, the student marks with a crayon on those shapes that are alike on each row.
8. Given three pictures, one of which has a missing element, such as an airplane with a missing wing, the student points out the one with the missing element.
9. Given a sheet with upper case letters listed on the left side and lower case letters listed on the right, the student draws lines to connect the letters with the same name.

02 WORD IDENTIFICATION

Description: Word identification includes the phonetic analysis skills of letter mastery, and initial consonant sounds, and the structural analysis skills of categorization and syllabication.

Rationale: Word identification is the ability to look at a printed word and pronounce it correctly. Phonetic analysis means working out the pronunciation by letter sounds. Pronouncing a word correctly is one of the most important clues to meaning. Structural analysis means working out the pronunciation by dividing the words into parts. Accurate pronunciation increases the efficiency and enjoyment of both silent and oral reading.

PERFORMANCE OBJECTIVE	CRITERIA
*1. The student identifies the upper case letters.	1. Given each letter of the alphabet on a separate card, the student hands them to the teacher one at a time and pronounces the name of each letter.
2. The student identifies the lower case letters.	2. Same as No. 1.
3. The student identifies the initial consonant sounds.	3. Given a series of words orally, one at a time, the student tells the letter name of the sound he hears at the beginning of the word.
*4. The student sorts pictures or objects into categories.	4. Given pictures, such as fruit, furniture, and zoo animals, the student divides the pictures into stacks and gives a reason for the classification of each stack.
*5. The student claps syllables.	5. Given a list of words orally with varying syllables, the student claps the number of syllables contained in each word.

02 WORD IDENTIFICATION (continued)

ACTIVITIES

1. The student uses flash cards, alphabet bingo, and sand paper letters.
2. Same as No. 1.
3. (a) The student associates beginning sounds with a visual aid.
(b) The student calls out words which begin with the same sound.
4. The student participates in Lotto games.
5. The student claps the number of syllables he/she hears when the teacher says the name of other students.

03 VOCABULARY

Description: Vocabulary encompasses rhyming, antonyms, labeling, and name recognition.

Rationale: Vocabulary development is a cumulative process of building a collection of words. For effective reading, the student should recognize and understand multiple meanings and interpretations of an increasing number of words.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student identifies his/her name in written manuscript.	1. Given a list of written names, the student points to his/her name.
*2. The student recognizes antonyms.	2. Given an oral list of words, one at a time, the student cites a word with an opposite meaning.
3. The student labels objects.	3. Given a list of words, the student matches the word to the object.
*4. The student recognizes rhyming words.	4. Given a series of pictures, the student indicates which rhyme.

ACTIVITIES

1. The student prints his/her name.
2. After giving examples of words with opposite meanings, the student performs opposite movements; such as "Put your hands up high, now do the opposite." The student thinks of words with opposite meanings. Given a direction, the student performs the opposite movement.
3. (a) The student selects objects from a box and identifies it by touch.
 (b) The student matches one set of labels with objects which have the same label.
 (c) After color words have been placed on colored objects or pictures of a particular color, the student matches the color word to the picture or object.

03 VOCABULARY (continued)

ACTIVITIES

4. After hearing a familiar nursery rhyme, the student identifies words at the ends of lines which sound alike or rhyme.

04 COMPREHENSION

Description: Literal comprehension involves sequencing, identifying main idea and details. Critical comprehension involves retelling events, distinguishing between true and false statements, real and imaginary events, feelings of characters, and providing problem solutions.

Rationale: Reading comprehension includes recognizing words and their meanings and grouping words into thought units for sentence and paragraph understanding. Comprehension is the most important goal of the reading process. Through repetitive but expanding experiences, the student moves from the literal to the interpretive levels of comprehension.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student identifies the main idea, names of characters, and some major details.	1. Given a familiar short story, such as "Little Red Riding Hood," the student tells the main idea, names of characters, and some major details.
*2. The student recognizes sequence.	2. Given a sequence set of three pictures randomly arranged, the student arranges them in correct sequence.
*3. The student reports an event from a story.	3. Given a familiar story, such as "The Three Little Pigs," the student draws a picture illustrating the story, acts out a character in creative dramatic play, or retells what happened.
*4. The student distinguishes between true and false statements.	4. After listening to a series of true and false statements, the student distinguishes which are true and which are false.
*5. The student distinguishes between real and imaginary pictured events.	5. After looking at a series of pictured events, the student distinguishes which are real and which are imaginary.

04 COMPREHENSION (continued)

PERFORMANCE OBJECTIVES	CRITERIA
*6. The student recognizes how the main character felt at the beginning and end.	6. After listening to a short story, the student selects one of three pictures that shows by facial expression how the main character felt at the beginning and end of the story.
*7. After listening to a short story, the student predicts probable outcome.	7. After hearing a short story read/told by the teacher, the student selects one of three pictures that shows the most probable ending.

ACTIVITIES

- (a) After listening to a story, the student tells a physical description of the main character.
 - (b) After listening to a story, the student tells where the story occurred.
 - (c) After listening to a story, the student tells in which season the story took place.
 - (d) After listening to a story, the student tells whether the story took place during the day or at night.
2. The student arranges pictures in sequence.
3. The student hears a teacher read/told story and tells about it, draws a picture about it, or acts it out (shows what happened through action).
4. The teacher tells if a teacher's statement is true or false, e.g., John has green hair. Janet has brown eyes. Donnie has ten fingers.
5. The student looks at teacher prepared pictures and tells if they are a picture of something real, or a picture of something that is not real.
6. After hearing a teacher told/read story, the student tells how the main character felt at the beginning and at the end of the story.
7. Given a story about a parent getting ready to bake something and three pictures showing a person placing a pan in the oven, a child crying, and a person sewing, the student chooses the appropriate picture.

05 STUDY SKILLS

Description: Study skills include following directions, alphabetical order, and simple maps.

Rationale: Study skills are the application of the reading process to the content areas and the many sources of information in the outside world.

The efficient reader in any subject must develop skill and independence in locating, organizing, and interpreting information.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student follows directions.	1. (a) Given oral directions involving position in space, the student performs the tasks. (b) Given simple oral directions, the student performs the tasks.
*2. The student utilizes "left/right" and "top/bottom" skills.	2. Given oral directions, the student manipulates objects according to directions.
*3. The student recognizes alphabetical order.	3. Given the alphabet song, he/she sings the alphabet song correctly.
*4. The student points out different places and identifies their uses.	4. Given a map of the classroom or playground, the student identifies key places and tells their uses.

ACTIVITIES

1. (a) The student places a tree on the flannel board. The student places words above, below, etc., on the tree.
- (b) Given directions on small cards such as "stand up, clap your hands three times", the student pulls cards from a box and chooses individual students to follow the directions.

05 STUDY SKILLS (continued)

ACTIVITIES

2. The student places Try Task shapes on a page in left/right-top/bottom order.
3. The student sings the alphabet song.
4. The student locates places in the classroom that the teacher names and discusses their use.

06 FORMS OF LITERATURE - PROSE

Description: The student begins classifying literature by determining if simple events or character actions could actually occur in real life.

Rationale: Before a student can discriminate between realistic and imaginary writing, he/she must first identify individual characters or events as being real to life or imaginary.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student tells if an event or a character from a selection is real or make-believe.	1. After listening to a story, the student identifies given events and characters as real or make-believe.

ACTIVITIES

1. After hearing a story such as "Bremontown Musicians," the student labels what could and could not have happened, e.g.,

- (R) The rooster woke his master every morning.
- (M) The animals decided to become musicians.
- (M) The cat said, "I am a good night singer."
- (R) The dog bites a robber on the leg.

06 FORMS OF LITERATURE - POETRY

Description: The student identifies the difference between poetry and prose. The student also recognizes the basic characteristics of poetry.

Rationale: The student must be able to carry on a basic analysis and synthesis and to appreciate the emotional reaction to poetry. The major purpose is enjoyment and enrichment.

PERFORMANCE OBJECTIVES	CRITERIA
2. The student identifies from various selections the one which is a rhyming poem.	2. After listening to a part of a story, a play, and a rhyming poem, the student tells which is the poem.

ACTIVITIES

2. (a) The student identifies differences in prose and poetry by comparing treatment of similar subjects, e.g., Hiawatha and Thanksgiving Hunter.
- (b) Given a few examples, the student makes up a sentence ending with a rhyming pair, e.g., I ate a big fig. That is a fat cat.

06 FORMS OF LITERATURE - DRAMA

Description: The student will appreciate drama as a separate literary form by learning to recognize its unique aspects: movement and dialogue.

Rationale: The student must be given the opportunity to participate in the acting out of parts in plays, as well as role playing. This participation teaches the student to accept responsibilities in a changing world.

PERFORMANCE OBJECTIVES	CRITERIA
3. The student recognizes a play.	3. After listening to part of a story, a play, and a rhyming poem, the student tells which was the play.

ACTIVITIES

3. (a) After listening to a story, the student role-plays a part or parts.
- (b) The student observes a "Readers' Theatre" play presented by an upper grade class.
- (c) The student observes a play with actions and memorized dialogue presented by an upper grade class.

01 GRADE ONE

Reading

Yellow
Page

02 WORD IDENTIFICATION - Description/Rationale 1

Phonetic Analysis

Objectives/Criteria/Activities

- *1. Auditory perception
- *2. Consonant sounds
- 3. Consonant blends/digraphs
- 4. Variable consonants
- *5. Long vowels
- 6. Short vowels
- 7. Vowel digraphs
- 8. Vowel diphthongs
- 9. Vowels modified by r

Structural Analysis

Objectives/Criteria/Activities

- *10. Compound words
- *11. Plurals
- 12. Possessives
- *13. Prefixes
- 14. Suffixes
- 15. Syllables

03 VOCABULARY - Description/Rationale 5

Objectives/Criteria/Activities

- 1. Vocabulary development
- 2. Synonyms
- 3. Antonyms
- 4. Homonyms

04 COMPREHENSION - Description/Rationale 7

Objectives/Criteria/Activities

- *1. Main idea and details
- *2. Main idea and details
- 3. Sequence
- 4. Sequence
- 5. Critical comprehension
- 6. Critical comprehension
- 7. Critical comprehension
- *8. Critical comprehension

05 STUDY SKILLS - Description/Rationale 9

Objectives/Criteria/Activities

- *1. Following directions
- *2. Alphabetical order
- *3. Visual materials
- 4. Reference aids

(*) Asterisk designates a minimum expected level of achievement.

01 GRADE ONE

Literature

Yellow
Page

06 FORMS OF LITERATURE - Description/Rationale	10
--	----

Objectives/Criteria/Activities

1. Prose
2. Poetry
3. Drama
4. Self-selective reading

(*) Asterisk designates a minimum expected level of achievement

02 WORD IDENTIFICATION

Description: Phonetic analysis includes auditory perception, consonants, consonant blends, variable consonants, long and short vowels, vowel digraphs, vowel diphthongs, and vowels modified by r. Structural analysis includes compound words, plurals, possessives, prefixes, suffixes and syllables.

Rationale: Phonetic analysis is skills used to decipher words, to phonetically pronounce them correctly and make possible correct understanding and usage.

Structural analysis is understanding how words are put together and helps the student to use his/her language comprehensively and concisely. It is a key to comprehension, oral and written usage.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student supplies words which rhyme with an orally presented word. *2. The student identifies the initial consonant sounds. 3. The student identifies the consonant blends of words presented orally: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, tw. The student identifies the two letters that represent the consonant digraphs: ch, th, sh, wh.	1. Given words orally, one at a time, the student supplies a rhyming word for the, e.g., can, pan; cat, hat; jar, car; top, mop; fish, dish; etc. 2. Given words orally, one at a time, the student tells the letter name of the sound he/she hears at the beginning of the word. 3(a) given words orally, one at a time, the student tells the letter names of the first two sounds (the consonant blend) the student hears at the beginning of the word, e.g., <u>s</u>now, <u>f</u>ree, <u>s</u>pell, <u>d</u>ry, <u>b</u>ring, <u>t</u>rain, etc. (b) Given four words orally (each spelled with a different digraph), the student tells which digraph he/she hears at the beginning of each word, e.g., <u>th</u>ink, <u>ch</u>eck, <u>sh</u>ip.

02 WORD IDENTIFICATION (continued)

PERFORMANCE OBJECTIVE	CRITERIA
4. The student identifies variable consonants: c,g,s.	4. Given a list of words containing variable consonants, the student supplies correct phoneme.
*5. The student identifies the vowel letter which corresponds to the long vowel sound in a monosyllable word given orally.	5. The student identifies the long vowel sound heard in words such as: cake, leaf, hive, boat, huge.
6. The student identifies the vowel letter which represents the short vowel sound.	6. The student identifies the short vowel sound heard at the beginning of words such as: apple, every, it, on, until.
7. The student identifies the sound represented by the vowel digraphs, e.g., ai, ae, oa, ee, ay, ea.	7. The student builds and reads words spelled with vowel digraphs, e.g., leaf, day, meet, coat, train, etc.
8. The student identifies the two letters that represent the vowel diphthong: oi, ou, ow, oy.	8. The student builds words with oi, ou, ow, oy and "sounds out" and reads the words.
9. The student identifies the sound represented by: ar, er, ir, ur.	9. The student builds words with er, ir, ur and reads them.
*10. The student identifies root words in illustrated compound words.	10. The student identifies the two small words which are combined in an illustrated compound word.
*11. The student identifies singular and "s" and "es" plural forms of forms.	11. The student tells if the word means one or more than one.
12. The student points out that 's indicates possession.	12. Given a printed sentence which uses an 's possessive word, read orally by a student or the teacher, the student tells what the 's means.
*13. The student identifies and uses prefixes (a,be).	13. The student adds the correct prefixes (a or be) to build a word.

02 WORD IDENTIFICATION (continued)

PERFORMANCE OBJECTIVE	CRITERIA
14. The student identifies and uses suffixes (s, d, ed, ing).	14. The student adds correct suffixes s, d, ed, & ing, to verbs to build words.
15. The student indicates the number of syllables contained in a given word.	15. The student claps syllables for 1, 2 and 3 syllable words and tells how many syllables there are for the words, one at a time.

ACTIVITIES

1. After hearing poems read by the teacher, the student supplies missing rhyming words:

"Roses are red,
violets are blue,
sugar is sweet
and so are ____."

"... I bopped her on the bean,
with a rotten tangerine,
and, boy, did she turn ____."

2. The student tells the name of the sound he/she hears at the beginning of the words: boy, song, day, top.
3. (a) The student tells the names of the first two letters he/she hears at the beginning of the words: brown, small, spot, swing, stop, train, grow.
(b) The student tells the names of the letters he/she hears at the beginning of the words: chair, the, show, where.
4. The student tells the names of the letters he/she hears at the beginning or end of the words: cat, city, good, ginger; sent, does.
5. Given a long vowel, one syllable words orally, the student tells the letter name of the long vowel sound, e.g., cake, pine, fake, shine, clover, huge.
6. Given a short vowel, one syllable words orally, the student tells the letter name of the short vowel sound, e.g., cat, egg, pig, on, sun, etc.
7. The student reads one syllable words, spelled with vowel digraphs, orally.
8. Given a list of words containing oi, ou, ow, and oy, orally the student identifies the diphthong correctly.
9. The student reads one syllable words, spelled with vowels modified by r, orally.

02 WORD IDENTIFICATION (continued)

ACTIVITIES

10. The student tells what words make the words: into, bookworm, cannot, shortstop, etc.
11. The student sorts words (girl, girls, pencil, pencils, dish, dishes, etc.) into a group that means one and a group that means more.
12. The student shows that in the case of "Jane book" the book belongs to Jane by adding 's to Jane.
13. The student attaches the right a or be prefix card to word cards: hind, side, sleep, live, way, part, tween.
14. The student builds words by adding suffixes s , d , ed , and ing to words: look, walk, pull, play.
15. The student claps the number of syllables in a word.

03 VOCABULARY

Description: Vocabulary development includes reading pre-primer and primer level words and using synonym, antonym, and homonym skills.

Rationale: To learn a student must communicate. To communicate (to express and to receive expression with comprehension) orally and in writing or print, the student needs an ever-expanding vocabulary.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student identifies given pre-primer and primer level words.	1. Given a word list, the student pronounces words.
2. The student selects the word which is the appropriate synonym of the key word.	2. The student matches words which are synonyms.
3. The student supplies various antonyms.	3. The student matches words which have opposite meanings.
4. The student selects the word which is a homonym of the key word.	4. The student matches words which are pronounced the same but have different spellings and meanings.

ACTIVITIES

1. The student reads words on a word line and uses the words in sentences.
2. The student tells which words mean the same from a list on the board or on a worksheet: beautiful-lovely, scary-frightening, wide-broad, flower-blossom.
3. The student tells which are opposites:

warm	cool	)	
large	small	)	
over	under	)	
in	out	)	
smooth	rough	)	
sweet	sour	)	-- These need to be scrambled for
hard	soft	)	a worksheet.
night	day	)	
bottom	top	)	
long	short	)	

03 VOCABULARY (continued)

ACTIVITIES

4. The student tells which words sound the same but mean and look different.

sun	son	)	
eye	I	)	
two	to	)	
see	sea	)	-- These need to be scrambled for a
flew	flu	)	worksheet.
so	sew	)	

04 COMPREHENSION

Description: Comprehension includes main idea, details and sequence of literal comprehension and critical comprehension skills of interpretive comprehension, interpreting feelings, relating experiences, and distinguishing between true and false, real and imaginary.

Rationale: Comprehension means understanding and is an ultimate goal of reading once a student understands what he/she has read he/she can use that understanding (or understandings) to enhance further learning and discovery.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student recalls from stories read aloud: main idea, names of characters, important details, and stated sequence (student demonstrates this by drawing, acting, telling).	1. Given a familiar short story read aloud by the teacher, the student tells what the story was about, the names of the characters, the important details and the sequence (what happened first, next, last).
*2. The student labels the activity illustrated in a given picture.	2. The student names what is happening in a given picture.
3. The student infers previous and subsequent action related to a given picture.	3. The student looks at a teacher presented picture and tells what probably happened before the picture was taken and what probably happened after the picture was taken.
4. Given an event in a familiar story, the student tells if it came in the beginning, middle or end of the story.	4. After listening to a teacher read/told story, the student tells if a specific event came in the first, middle or last.
5. The student tells how the main character felt at the beginning and at the end of a given story.	5. After listening to a story, the student tells how the main character felt before the story event took place and afterwards.
6. The student relates story content to experience.	6. After listening to a story, the student tells if he/she has ever experienced any of the events in the story.

04 COMPREHENSION (continued)

PERFORMANCE OBJECTIVES	CRITERIA
7. The student distinguishes between real and imaginary events.	7. After listening to a story (e.g., "The Three Bears"), the student tells if the story really happened or if the author "made-up" the story.
*8. The student distinguishes between true and false statements.	8. As he/she listens to the teacher read statements, one at a time, the student tells if each is correct or true, or if each is wrong or false.

ACTIVITIES

1. The student tells the place, the season, and time of a teacher read/told story.
2. Using magazines, the student finds pictures he/she likes and tells what is happening in each.
3. The student looks at the picture and tells what is happening in the picture, what he/she thinks happened just before this and what he/she thinks will happen next and why.
4. After hearing a teacher read story, the student tells what happened first, what happened next and what happened last.
5. After hearing a teacher read/told story, the student tells how the main character felt at the beginning of the story and at the end and how he/she (the student) knows.
6. After hearing or reading a story, the student tells if what happened in the story has ever happened to him/her and, if so, relates the experience.
7. After hearing a story, the student tells if he/she thinks that really happened or not.
8. The student tells if a teacher read statement is true or false, e.g., The carpenter makes dresses. The astronaut wears a space suit.

05 STUDY SKILLS

Description: Study skills includes following directions, using alphabetical order, using visual materials and using reference aids.

Rationale: Study skills are ways of facilitating learning.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student follows 1, 2 step oral directions.	1. Given 1 or 2 step oral directions, the student performs the tasks.
*2. The student writes the alphabet in order.	2. The student writes the alphabet correctly.
*3. The student traces a route from one designated place to another when given a map.	3. Using a wall map or floor map of his/her own school, the student points where his/her classroom is and how he/she goes from there to another specific area of the school.
4. The student locates words in a picture dictionary.	4. In a Kindergarten/First Grade level picture dictionary, the student finds specific words that can be illustrated (using alphabetical order skills and initial consonant skills).

ACTIVITIES

1. The student performs the following direction: "Bring your Gold Book to the circle and choose a place to sit."
2. The student writes the alphabet.
3. On a floor plan of the student's school, the student locates his/her classroom and traces a path to the cafeteria, the restroom, or the playground.
4. Using a picture dictionary, the student finds specific words by using the illustration.

06 FORMS OF LITERATURE - PROSE

Description: The student begins classifying literature by determining if simple events or character actions could actually occur in real life.

Rationale: Before a student can discriminate between realistic and imaginary writing, he/she must first identify individual characters or events as being real to life or imaginary.

PERFORMANCE OBJECTIVES

1. The student tells if a selection is real or make-believe.

CRITERIA

1. After listening to several short selections, the student tells if each one is real or make-believe.

ACTIVITIES

1. (a) Given a short story or phrase (cow jumped over the moon), the student tells whether it is real or make-believe. A student may then make up his/her own story, which may be an imaginary event or something which really could happen, and asks the others if it is make-believe or real.
- (b) After listening to various selections, the student chooses make-believe parts and/or real parts.

06 FORMS OF LITERATURE - POETRY

Description: The student identifies the difference between poetry and prose. The student also recognizes the basic characteristics of poetry.

Rationale: The student must be able to carry on a basic analysis and synthesis and to appreciate the emotional reaction to poetry. The major purpose is enjoyment and enrichment.

PERFORMANCE OBJECTIVES

2. The student identifies from various selections the one which is a rhyming poem.

CRITERIA

2. After listening to a part of a story, a play, and a rhyming poem, the student tells which is the poem.

ACTIVITIES

2. (a) The student identifies differences in prose and poetry by comparing treatment of similar subjects, e.g., Hiawatha and Thanksgiving Hunter.
- (b) Given a few examples, the student makes up a sentence ending with a rhyming pair, e.g., I ate a big fig. That is a fat cat.

06 FORMS OF LITERATURE - DRAMA

Description: The student will appreciate drama as a separate literary form by learning to recognize its unique aspects: movement and dialogue.

Rationale: The student must have an opportunity to participate in the acting out of parts in plays, as well as role playing. This participation teaches the student to accept responsibilities in a changing world.

PERFORMANCE OBJECTIVES	CRITERIA
3. The student recognizes a play.	3. After listening to part of a story, a play, and a rhyming poem, the student tells which was the play.

ACTIVITIES

3. (a) After listening to a story, the student role-plays a part or parts.
- (b) The student observes a "Readers' Theatre" play presented by an upper grade class.
- (c) The student observes a play with actions and memorized dialogue presented by an upper grade class.

06 FORMS OF LITERATURE - SELF-SELECTIVE READING

PERFORMANCE OBJECTIVES	CRITERIA
4. The student reads a book of his/her own choice and shares it.	4. Given a wide selection of books, the student selects a book to read, and shares with his/her classmates or the teacher by telling about the book, illustrating it, or pantomiming, dramatizing any portion of the book.

02 GRADE TWO

Reading

Green
Page

02 WORD IDENTIFICATION - Description/Rationale 1

Phonetic Analysis

Objectives/Criteria/Activities

- *1. Final Consonant
- *2. Medial Consonant
- *3. Consonant Blend
- 4. Triple Blends
- *5. Consonant Digraphs
- 6. gh and ng Sounds
- 7. Silent Consonants
- 8. Variable Consonants
- 9. Long Vowel Sounds
- *10. Short Vowel Sounds
- 11. Vowel Digraphs
- 12. Vowel Diphthongs
- 13. Vowels Controlled by k

Structural Analysis

Objectives/Criteria/Activities

- *14. Compound Words
- *15. Plurals
- 16. Possession
- *17. Contractions
- *18. Prefixes
- 19. Suffixes
- *20. Syllables

03 VOCABULARY - Description/Rationale 6

Objectives/Criteria/Activities

- 1. Basal Words
- 2. Synonyms
- 3. Antonyms
- 4. Homonyms
- *5. Context Clues
- *6. Rhyming

04 COMPREHENSION - Description/Rationale 8

Objectives/Criteria/Activities

- *1. Main Idea and Detail
- 2. Main Idea and Detail
- 3. Sequence
- 4. Critical Comprehension
- *5. Critical Comprehension
- 6. Critical Comprehension

(*) Asterisk designates a minimum expected level of achievement

02 GRADE TWO

Reading (continued)

Green
Page

05	STUDY SKILLS - Description/Rationale	10
----	--	----

Objectives/Criteria/Activities

- *1. Oral Directions
- *2. Alphabetical Order
- *3. Visual
- *4. Table of Contents
- 5. Picture Dictionary

Literature

06	FORMS OF LITERATURE - Description/Rationale	12
----	---	----

Objectives/Criteria/Activities

- 1. Prose
- 2. Poetry
- 3. Drama
- 4. Self-selective Reading

(*) Asterisk designates a minimum expected level of achievement.

02 WORD IDENTIFICATION

Description: Word identification includes phonetic analysis and structural analysis. Phonetic analysis includes final and medial consonant sounds, both double and triple consonant blends, consonant digraphs, silent consonants, variable consonants, short and long vowel sounds, vowel diphthongs, and variable r sounds. Structural analysis includes the study of compound words, plural forms of words, possession, contractions, prefixes, and suffixes.

Rationale: Word identification is the ability to look at a printed word and pronounce it correctly. Phonetic analysis means working out the pronunciation by letter sounds. Pronouncing a word correctly is one of the most important clues to meaning. Structural analysis means working out the pronunciation by dividing the words into parts. Accurate pronunciation increases the efficiency and enjoyment of both silent and oral reading.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student identifies the final consonant sounds.	1. Given a list of words, the student underlines the final consonant sounds.
*2. The student identifies the medial consonant sounds.	2. Given a list of words, the student underlines the medial consonant sounds.
*3. The student identifies the consonant blends of words presented orally: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, tr, tw, wr.	3. Given a list of words containing blends, the student underlines the blend.
4. The student identifies the triple blends: sch, scr, shr, spl, spr, squ, str, tch, thr.	4. Given a list of words containing blends, the student underlines the words containing the triple blends.
*5. The student identifies the two letters that represent the consonant digraphs--ch, ck, th, sh, ph, wh.	5. Given a group of words, each spelled with a different consonant digraph, the student underlines the words in the word group opposite each given word having the same consonant digraph.

02 WORD IDENTIFICATION (continued)

PERFORMANCE OBJECTIVES	CRITERIA
6. The student identifies the two letters that represent gh, ng.	6. Given a group of words each spelled with gh and ng, the student underlines the two letters designated in the word.
7. The student identifies the silent consonants in kn, gh, mb, wr, gn, combinations.	7. Given a list of words, the student circles the silent consonants.
8. The student identifies variable consonants (e.g., g, c, s).	8. Given a list of words, the student circles variable consonants.
9. The student identifies long vowel sounds.	9. Given a list of words, the student writes the long vowel sound.
*10. The student identifies short vowel sounds.	10. Given a list of words, the student writes the short vowel sound.
11. The student identifies the sound represented by vowel digraphs (e.g., ai, ae, oa, ee, ay, ea).	11. Given a group of words, the student draws a line around the vowel digraphs she/he hears and puts a line through the silent vowels.
12. The student identifies the two letters that represent the vowel diphthong (oi, ou, ow, oy).	12. Given a list of words containing diphthongs, the student correctly pronounces words in isolation and uses each of the words in a sentence while maintaining the correct pronunciation.
13. The student identifies the sound represented by ar, er, ir, ur.	13. Given a list of words, the student underlines the vowel controlled by "r".
*14. The student divides compound words into parts.	14. Given a worksheet of a list of words, the student draws a line dividing the compound word.
*15. The student identifies "ies" plural forms of words.	15. Given a list of words, the student underlines the plural form, "ies" in each word.
16. The student specifies that an 's indicates possession.	16. Given a list of words, the student chooses the correct possessive form.

02 WORD IDENTIFICATION (continued)

PERFORMANCE OBJECTIVES	CRITERIA
*17. The student identifies the base words of contractions.	17. Given a worksheet having verbal phrases in one column and their contracted forms in another column, the student draws a line from the phrase on the left to its contracted form on the right.
*18. The student identifies and uses the prefixes re, un, and al.	18. Given a group of words, the student draws a line under the desired prefix.
19. The student identifies and uses the suffixes s, d, ed, ing and ly.	19. Given a group of words, the student underlines the suffix in the word.
*20. The student indicates the number of syllables contained in a given word.	20. Given a list of words, the student indicates the number of syllables in each word.

ACTIVITIES

1. After receiving final consonant cards, when he/she hears the teacher give a word with this sound, the student with the card representing that sound stands.
2. Given a list of words, the student marks with crayon the medial consonant sound given by the teacher.
- 3-4. (a) Given a list of words beginning with blends, the student underlines the blend in each word.
- (b) Given two word cards, one with the word yes and the other no, the student holds up the yes card if the two words pronounced for him/her begin with same blend. If not, he/she holds up the no card.
- (c) The student copies a sentence from a story he/she has read and underlines any of the words in the sentence which contain one of the specified consonant blends. The student records these words over a specified period of time.
5. One student goes to the front of the room and says, "I'm thinking of a word that begins with 'ch' and means _____." He chooses a classmate to give the correct word. If the student answers correctly he may go the front of the room.

02 WORD IDENTIFICATION (continued)

ACTIVITIES

6. Given a list of words, the student circles the gh and ng letters in the words.
7. (a) The student underlines the silent letters in given words.
(b) The student works at the chalkboard writing words containing silent letters. Another student erases, circles, or underlines the silent letters.
8. Given a list of words, the student marks variable consonants.
9. The student writes the vowels he/she hears in a teacher-read list.
10. Given a list of words, the student underlines or circles all the words that have the same vowel sound as the first example or the key word.
11. Given fifteen words, the student draws a line around the vowel he/she hears and draws a line through the silent vowels.
12. Given a list, the student circles the diphthong.
13. Given a list, the student marks the vowels controlled by r.
14. (a) Given a list of compound words, the student draws a line to divide the word into parts.
(b) Given a worksheet with the following lists, the student draws a line from the word on the left to the words on the right that form a compound word.
(c) Given ten 3" x 5" cards with words on them that will form compound words, the student combines the cards to match the compound word shown by the teacher.
15. Given a worksheet with the singular form of ten different words ending in "y," the student writes the plural for each by changing the "y" to "i" and adding "es."
16. Given a list of names, the student changes them into possessive form.
17. (a) Given a worksheet which has verbal phrases in one column and their contracted form in another column, the student draws a line from the phrase on the left to its contracted form on the right.

02 WORD IDENTIFICATION (continued)

ACTIVITIES

17. (b) Given sentences, the student writes the contracted form for the underlined verbs at the end of each sentence.
18. After listening to words with prefixes, the student writes the prefixes. Given a list of prefixes and base words, the student matches and reads those which make correct words.
19. Given a list of root words and suffixes, the student matches them to form a word.
20. Given a list of words, the student writes the number of syllables in each word on the line.

03 VOCABULARY DEVELOPMENT

Description: Vocabulary development encompasses the reading of the first and second level basal words, usage of synonym, antonym, homonym, context clues, and rhyming.

Rationale: Vocabulary development is a cumulative process of building a collection of words. In reading, the student should recognize and give multiple meanings and interpretations to an increasing number of words.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student reads first and second level basal words.	1. Given a list of words, the student pronounces them and uses them in a sentence.
2. The student supplies the word which is the appropriate synonym of the key word.	2. Given lists of words, the student matches the words on the left to the words on the right.
3. The student identifies antonyms.	3. Given sets of antonyms, the student matches the sets.
4. The student chooses the correct homonym from a given pair.	4. Given lists of words, the student draws a line from each word on the left to the one on the right that sounds the same but is spelled differently.
*5. The student selects the right word from a set of words to complete a sentence.	5. Given a sentence with a word missing, the student writes in the correct word chosen from a given list.
*6. The student selects written words which rhyme.	6. Given a list of basal words, the student matches each with a rhyming word in an adjacent list.

ACTIVITIES

1. (a) The student uses flash cards of new words introduced in each story.
- (b) Each student makes up a dictionary of practice problem words.
2. (a) Given a paragraph with underlined words, the student replaces these underlined words.

03 VOCABULARY DEVELOPMENT (continued)

ACTIVITIES

2. (b) The student practices matching two columns, one with basal words, the other with synonyms.

- (c) Rewrite "Mad-lib" stories by having the student supply synonyms to fill blanks, e.g.,

The bird flew _____ the house.
 above

3. (a) The student practices matching two columns, one with basal words and the other with antonyms.

- (b) The student illustrates pairs of sentences containing antonyms, e.g.,

That boy is big.
That boy is little.

4. (a) The student matches columns of basal words with homonyms.

- (b) Given a list of homonyms, the student uses each in a sentence which illustrates their meaning, e.g.,

An elephant is big.
A mouse is little.

5. Given a group of sentences and a list of words, the student selects the correct word to complete a sentence.

6. (a) After being given a few examples, the student makes up a sentence ending with a rhyming pair, e.g.,

I ate a big fig.
This is a fat cat.

- (b) On hearing nursery rhymes, the student listens for words at the end of the lines that sound alike or rhyme.

- (c) Prepare envelopes in which are placed two pictures of objects with rhyming names (e.g., can and pan) and a number of blank word cards. The student works with a partner, taking pictures from the envelope and suggesting other words which rhyme. The teacher writes each word for them on a blank card so they may have experience in both aural and visual identification.

- (d) Given ten cards with pictured items on them (one to a card) such as: can, pan, cat, hat, jar, car, top, mop, fish, dish, the student puts together the pictures of the items with rhyming names.

04 COMPREHENSION

Description: The sequence of comprehension contains matching the pictures, finding the main idea and details, placing events in their proper sequence, describing the feelings of the main character, and selecting an appropriate ending for a story.

Rationale: Comprehension consists of abilities including recognizing words and their meanings and grouping words into thought units for sentence and paragraph understanding and longer selections. Comprehension is the most important goal of the reading process. Through repetitive but expanding experiences, the student moves from the literal to the interpretative levels of comprehension.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student identifies the word that names a key picture.	1. Given a list of words, the student circles the word that names a given picture.
2. The student selects the main idea, names of characters, and gives major details of a story.	2. After reading a story, the student circles the best title, and/or lists the main characters and/or tells when and where the story took place.
3. The student places the events of a story in proper sequence.	3. After reading a story, the student numbers a list of events in proper order.
4. The student organizes pictures in the sequence of the plot	4. After reading a story, the student numbers a group of pictures in the sequence of the story.
*5. The student chooses the one which describes the feelings of the main character in the story.	5. After reading a selection, the student circles words which describe the feelings of the main character.
6. The student selects an appropriate ending when given the first part of a story.	6. Given a story beginning and several endings, the students puts an "X" in front of the best ending.

ACTIVITIES

1. Given a list of words and pictures, the student matches the pairs.
2. (a) Having read a story, the student selects from a list of places where the story occurred.

04 COMPREHENSION (continued)

ACTIVITIES

2. (b) Having read a story, the student selects from a list of seasons when the story occurred.
- (c) Having read a story, the student selects the appropriate time of day when the story occurred.
- (d) Having read a story, the student names the main characters.
- (e) Given a main character from a story, the student gives a general physical description of the characters.
3. The student arranges statements about a story in proper sequence.
4. The student arranges pictures in sequence.
5. The student illustrates the feelings of the main character.
6. The student writes an appropriate ending to a story.

05 STUDY SKILLS

Description: Study skills include following oral directions, arranging words in alphabetical order, using maps, the table of contents, and the picture dictionary.

Rationale: Study skills are the application of the reading process to the content areas and the many sources of information in the outside world.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student follows 1, 2, 3 step oral directions.	1. Given three directions, the student carries out the desired directions.
*2. The student arranges words with the same first letter in alphabetical order.	2. Given a list of known words, several of which begin with the same letter, the student uses the second letter in each word to place the words in alphabetical order.
*3. The student identifies directions on a map.	3. Given a map of a known area, the student identifies a route from one designated place to another.
*4. The student uses a table of contents by locating the page on which a given article or story begins.	4. Given a book, the student locates the table of contents and finds the page number of a given article.
5. The student locates words and their meanings in a picture dictionary.	5. Given a picture dictionary, the student locates words and their meanings.

ACTIVITIES

1. Leader says "You must," followed by three directions. Similar to "Simon Says," so students ignore commands not preceded by "You must."
2. The student takes a short paragraph and alphabetizes the words.
3. The student draws a map of the class and marks his desk and the door.

05 STUDY SKILLS (continued)

4. The student matches titles of stories with page number and finds the story.
5. Given a list of entry words, student finds the words and writes down page number.

06 FORMS OF LITERATURE - PROSE

Description: The student begins classifying literature by determining if simple events or character actions could actually occur in real life.

Rationale: Before a student can discriminate between realistic and imaginary writing, he/she must first identify individual characters or events as being real to life or imaginary.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student tells if a selection is real or make-believe.	1. After reading a series of short selections, the student identifies whether the selection is real or make-believe.

ACTIVITIES

1. (a) After reading a story, the student labels specific events as real or make-believe.
- (b) After reading a story, the student lists parts of the story that "could not have happened"/"could have happened."

06 FORMS OF LITERATURE - POETRY

Description: The student identifies the difference between poetry and prose. The student also recognizes the basic characteristics of poetry.

Rationale: The student must be able to carry on a basic analysis and synthesis and to appreciate the emotional reaction to poetry. The major purpose is enjoyment and enrichment.

PERFORMANCE OBJECTIVES	CRITERIA
2. The student identifies from various selections the one which is a rhyming poem.	2. After listening to a part of a story, a play, and a rhyming poem, the student tells which is the poem.

ACTIVITIES

2. (a) The student identifies differences in prose and poetry by comparing treatment of similar subjects, e.g., Hiawatha and Thanksgiving Hunter.
- (b) Given a few examples, the student makes up a sentence ending with a rhyming pair, e.g., I ate a big fig. That is a fat cat.

06 FORMS OF LITERATURE - DRAMA

Description: The student will appreciate drama as a separate literary form by learning to recognize its unique aspects: movement and dialogue.

Rationale: The student must be given an opportunity to participate in the acting out of parts in plays, as well as role playing. This participation teaches the student to accept responsibilities in a changing world.

PERFORMANCE OBJECTIVES	CRITERIA
3. The student reads a character part aloud.	3. The student uses correct vocal expression.

ACTIVITIES

3. (a) The student watches a film of a play and points out the use of vocal expression to convey a meaning.
- (b) The student writes sentences using exclamation and question marks and reads aloud with exaggerated expression.
- (c) The student, in "Readers' Theatre" setting, reads very short plays aloud and is filmed.

06 FORMS OF LITERATURE - SELF-SELECTIVE READING

PERFORMANCE OBJECTIVES	CRITERIA
4. The student reads a book of his/her own choice and shares it.	4. Given a wide selection of books, the student selects a book to read, and shares with his/her classmates or the teacher by telling about the book, illustrating it, pantomiming, or dramatizing any portion of the book.

03 GRADE THREE

Reading

Golden
Page

02 WORD IDENTIFICATION - Description/Rationale 1

Phonetic Analysis

Objectives/Criteria/Activities

- *1. Three Letter Blends
- *2. Phonograms
- *3. Silent Consonant
- *4. Hard and Soft C and G
- *5. Short Vowels and Long Vowels
- *6. Vowel Diphthongs
- *7. Vowels Controlled By r

Structural Analysis

Objectives/Criteria/Activities

- 8. Compound Words
- 9. Plural
- *10. Possessive
- 11. Contractions
- 12. Prefixes
- *13. Suffixes
- 14. Root Words

03 VOCABULARY - Description/Rationale 6

Objectives/Criteria/Activities

- 1. Synonym
- 2. Antonym
- 3. Homonym
- 4. Context Clues
- 5. High Frequency Utility Words

04 COMPREHENSION - Description/Rationale 8

Objectives/Criteria/Activities

- 1. Main Idea
- 2. Details
- 3. Sequence
- 4. Critical
- 5. Critical

05 STUDY SKILLS - Description/Rationale 10

Objectives/Criteria/Activities

- 1. Follows Written Instructions
- *2. Title Page
- *3. Table of Contents
- 4. Map
- 5. Dictionary Entries
- 6. Alphabetizing

(*) Asterisk designates a minimum expected level of achievement

03 GRADE THREE

Literature

Golden
Page

06 FORMS OF LITERATURE - Description/Rationale 12

Objectives/Criteria/Activities

1. Prose
2. Poetry
3. Drama
4. Self-Selective Reading

02 WORD IDENTIFICATION

Description: This sequence deals with skills of phonetic and structural analysis. In the area of phonics, the student deals with consonant blends and digraphs, silent consonants, sounds of c and g, vowel sounds and vowel diphthongs. In the area of structure, the student deals with compound words, plurals, possessives, contractions, prefixes, suffixes, and root words.

Rationale: Word identification is the ability to look at a printed word and pronounce it correctly. Phonetic analysis means working out the pronunciation by letter sounds. Pronouncing a word correctly is one of the most important clues to meaning. Structural analysis means working out the pronunciation by dividing the words into parts. Accurate pronunciation increases the efficiency and enjoyment of both silent and oral reading.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student identifies three letter blends.	1. Given a list of words, the student underlines the three-letter blends.
*2. The student makes new words from phonograms and blends.	2. Given a list of phonograms and a list of blends and digraphs, the student matches those which form words.
*3. The student recognizes the silent consonants in the words presented (kn, gh, mb, wr, gn).	3. Given several words (or sentences) containing silent consonants, the student circles those consonants which are silent.
*4. The student differentiates between the hard and soft c and g when presented in written form.	4. (a) Given a list of words containing hard and soft c, the student matches the words to the appropriate letter. (b) Given a list of words containing hard and soft g, the student lists the words under the appropriate heading.

02 WORD IDENTIFICATION (Continued)

PERFORMANCE OBJECTIVES	CRITERIA
*5. The student differentiates the short vowel sound from the long vowel sound as presented.	5. (a) Given a list of vowels, the student uses $\cup$ or $-$ to indicate whether a vowel makes the long or short sound. (b) Given words presented orally, the student uses L or S to indicate whether the vowel sound heard is long or short.
*6. The student identifies vowel diphthongs.	6. Given a list of words, the student circles the vowel diphthong in each word that the teacher reads.
*7. Given a word, the student identifies the vowel heard as long, short, or r-controlled.	7. Given a word and the choices long, short, r-controlled, the student circles the choice which tells about the vowel.
8. The student recognizes compound words.	8. Given a bank of simple words, the student combines appropriate words to form a list of compound words.
9. The student recognizes irregular plural forms.	9. Given a singular noun and a choice of three plurals, the student marks the correct irregular plural, e.g., tooth - tooths teeth toothes
*10. The student identifies possessive endings.	10. Given a list of singular nouns, the student forms plural possessives.
11. The student identifies base words in contractions.	11. The student chooses the contraction which would be formed from given base words, e.g., she will she'd she's she'll

02 WORD IDENTIFICATION (Continued)

PERFORMANCE OBJECTIVES	CRITERIA
12. The student recognizes and uses prefixes (en, ex, dis, de, com, for, pre).	12. Given a list of words with prefixes, the student underlines the prefix in each word.
*13. The student recognizes and uses suffixes (er, est, less, ness, ment, able).	13. Given a list of words with suffixes, the student underlines the suffix in each word.
14. The student identifies the root words.	14. Given a list of words containing prefixes and suffixes, the student underlines each root.

ACTIVITIES

1. (a) The student identifies the letter sounds of a given three-letter consonant blend.
- (b) The student pronounces the individual consonant sounds in a given three-letter consonant blend; blends them together and pronounces a word using the blend.
- (c) The student selects from a group of pictures one beginning with the same three-letter blend as a word given orally.
2. The student places an initial consonant, digraph or blend in front of each phonogram listed on the board.
3. Given a list of words on the chalkboard, the student pronounces them and notes which consonants make no sound.
4. (a) The student listens for the sounds of c and g in words.
- (b) The student chooses from a list the words which have a soft c, etc.
- (c) The student marks all the words in a selection which have the hard sound of c or g.
5. (a) The student identifies vowel letters and long and short vowel sounds by name.
- (b) The student selects pictures with a given vowel sound.

02 WORD IDENTIFICATION (Continued)

ACTIVITIES

5. (c) The student selects the two words of three words given orally that have the same vowel sound.
(d) The student writes the vowel heard, identifying it as long or short as words are dictated.
6. (a) The student pronounces words from a list containing diphthongs, underlining the diphthongs.
(b) The student spells orally presented words containing diphthongs.
(c) The student underlines words containing diphthongs in a given selection.
7. (a) The student identifies groups of words having the same long, short, or r-controlled vowels.
(b) The student pronounces list of words containing ar, er, ir, or, and ur.
(c) The student writes as many words as he/she can containing vowels followed by r.
8. (a) The student uses word cards to form compound words from familiar words.
(b) The student matches a list of compound words to illustrations.
(c) The student uses compound words to complete sentences.
(d) The student combines words from two lists to form compound words.
9. The student pluralizes words using s, es, or ies endings, and supplies the singular word forms of given pluralized words.
10. The student, given pictures of groups, persons and/or animals, makes sentences indicating ownership, e.g., The girls' coats are brown. The dogs' tails are wagging. The boys' bats are in the box.
11. The student writes the base words from which contractions in a series of sentences were formed. The student uses contractions in sentences.
12. The student identifies the beginnings added to familiar words.

02 WORD IDENTIFICATION (Continued)

ACTIVITIES

13. The student:
- identifies the ending added to a familiar word.
 - adds suffixes to words with one and two syllables.
 - uses words with suffixes in sentences.
14. The student draws a line between the prefix/suffix and the root word.

03 VOCABULARY

Description: In this sequence the student deals with synonyms, antonyms, homonyms, context, and expansion of vocabulary (sight and content areas).

Rationale: Vocabulary development is a cumulative process of building a collection of words. In reading, the student should recognize and give multiple meanings and interpretations to increasing number of words.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student supplies the word which is the appropriate synonym of the key word.	1. Given a list of words, the student supplies a synonym for each: unhappysad gladhappy
2. The student supplies the correct antonym for a given word.	2. Given a list of words, the student supplies an antonym for each.
3. The student chooses the correct homonym from a given pair to complete a sentence.	3. Given sentences and homonym pairs, the student selects the correct homonym to complete the sentence: John has a new _____ of shoes. pairpearpare
4. The student uses context clues to identify the meaning of an unfamiliar word in a given sentence.	4. The student selects a word from a group of words that means the same as a marked unfamiliar word in a given sentence.
5. The student demonstrates knowledge of high frequency utility words by identifying the given words.	5. When given an orally presented word and a choice of three words, the student underlines the given word.

ACTIVITIES

1. (a) The student supplies a synonym for a word given orally.
- (b) The student connects with lines synonyms given in two parallel lists.

03 VOCABULARY (Continued)

2. (a) The student responds orally to an antonym given orally.
(b) The student selects a word from a list which means the opposite of a key word.
3. The student writes sentences illustrating meanings of homonyms.
4. (a) The student selects a word from a group of words that best completes a sentence.
(b) The student defines the meaning of given words in a selection according to their contextual usage.
5. The student skims a selection to find words presented orally.

04 COMPREHENSION

Description: In this sequence, the student deals with main idea, detail, sequence, drawing conclusions, and making inferences.

Rationale: Reading comprehension includes recognizing words and their meanings and grouping words into thought units for sentence and paragraph understanding. Comprehension is the most important goal of the reading process. Through repetitive but expanding experiences, the student moves from the literal to the interpretive levels of comprehension.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student identifies the main idea of a given paragraph.	1. After reading a short selection, given a choice of three statements, the student underlines the statement representing the main idea of the selection.
2. The student recalls details from a given reading selection by identifying the appropriate words to complete sentences.	2. After reading a short selection, given a series of incomplete sentences, the student supplies the missing details.
3. The student recognizes sequence.	3. Having read a brief selection and given a series of statements written in incorrect order, the student numbers the statements to indicate the correct sequence: 3 He put on his shoes. 1 Tom got out of bed. 2 He found his shoes.
4. The student draws conclusions.	4. After reading a selection, the student indicates the statement which best answers the selection: How do you think _____ felt when she got home? What makes you think she felt that way?

04 COMPREHENSION (Continued)

PERFORMANCE OBJECTIVES	CRITERIA
5. The student identifies the emotions of each character in a given selection of emotional content.	5. Having listened to or read a short story, the student describes how the characters felt in certain situations.

ACTIVITIES

1.
 - (a) The student listens for and illustrates the main idea in an oral paragraph.
 - (b) The student supplies a title for an oral story.
 - (c) The student states the important events of a day, week, etc. and compares them to main ideas.
2. The student listens for specific facts as phrases or sentences are made, and notes details of a short story or rhyme.
3.
 - (a) The student arranges dates in sequence.
 - (b) The student reads a story and retells it in his/her own words in sequence.
 - (c) The student arranges sentence strips taken from a paragraph and placed in random order into correct sequence.
4.
 - (a) The student writes an ending for an unfinished selection.
 - (b) The student, given a selection in which a problem is posed, indicates how it will probably be solved.
5.
 - (a) The student identifies an emotion in an oral story.
 - (b) The student selects a picture which illustrates a given emotion.
 - (c) The student participates in role-playing situations in which various emotions are portrayed.

05 STUDY SKILLS

Description: In this sequence the student deals with written directions, title page, table of contents, compass points, dictionary entries, guide words and alphabetization.

Rationale: The efficient reader in any subject must develop skill and independence in locating, organizing, and interpreting information. Study skills are the application of the reading process to the content areas and the many sources of information in the outside world.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student follows written instructions.	1. Given a sheet of specific directions, the student follows the directions, e.g., Put an X on the door. Put a blue line on the window, etc.
*2. The student locates and uses the title page.	2. Given a sample of a title page, the student supplies information as requested: The title of this book is _____. The book's author is _____. This book was published by _____. The pictures in this book were drawn by _____.
*3. The student locates the page number in a given table of contents that tells where to find information in a given subject or where a story begins.	3. Given a partial list of stories contained in a book, the student indicates the page on which the stories start (or stop).
4. The student recognizes the four compass points.	4. Given a map and some questions, the student answers specific questions concerning directions, e.g., To get to the library from Paul's house, you would have to travel _____ north, south, east or west

05 STUDY SKILLS (Continued)

PERFORMANCE OBJECTIVES	CRITERIA
5. The student uses guide words for finding dictionary entries.	5. Given pairs of guide words and a choice of three words, the student selects the words which would be found on dictionary pages with these guide words.
6. The student applies the principle of alphabetizing words beginning with the same two letters, or the same three letters by choosing the groups of words that are correctly alphabetized.	6. Given lists of words, the student selects the list in which the words are arranged in alphabetical order.

ACTIVITIES

1.
 - (a) The student follows oral directions in sequence.
 - (b) The student follows specific directions on a worksheet.
 - (c) The student uses SRA Rate Builders.
2.
 - (a) The student locates the title page in a given book.
 - (b) The student records the title, author, publisher, etc. as found on title page.
3.
 - (a) The student identifies the page number of a given story.
 - (b) The student locates the table of contents of a given textbook.
4. The student indicates in what direction from a given point one would travel to reach given specific locations.
5. The student alphabetizes groups of words beginning with the same first and second letter.
6. The student identifies the words in a list that would appear between two words that begin with the same letter.

06 FORMS OF LITERATURE - PROSE

Description: The student begins classifying literature by determining if simple events or character actions could actually occur in real life.

Rationale: Before a student can discriminate between realistic and imaginary writing, he/she must first identify individual characters or events as being real to life or imaginary.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student tells if a selection is real or make-believe.	1. After reading a series of short selections, the student identifies whether the selection is real or make-believe.

ACTIVITIES

1. (a) After reading a story, the student labels specific events as real or make-believe.
- (b) After reading a story, the student lists parts of the story that "could not have happened"/"could have happened."

06 FORMS OF LITERATURE - POETRY

Description: The student identifies the difference between poetry and prose. The student also recognizes the basic characteristics of poetry.

Rationale: The student must be able to carry on a basic analysis and synthesis and to appreciate the emotional reaction to poetry. The major purpose is enjoyment and enrichment.

PERFORMANCE OBJECTIVES	CRITERIA
2. The student identifies from various selections the one which is a rhyming poem.	2. After listening to a part of a story, a play, and a rhyming poem, the student tells which is the poem.

ACTIVITIES

2. (a) The student identifies differences in prose and poetry by comparing treatment of similar subjects, e.g., Hiawatha and Thanksgiving Hunter.
- (b) Given a few examples, the student makes up a sentence ending with a rhyming pair, e.g., I ate a big fig. That is a fat cat.

06 FORMS OF LITERATURE - DRAMA

Description: The student will appreciate drama as a separate literary form by learning to recognize its unique aspects: movement and dialogue.

Rationale: The student must be given an opportunity to participate in the acting out of parts in plays, as well as role playing. This participation teaches the student to accept responsibilities in a changing world.

PERFORMANCE OBJECTIVES

CRITERIA

3. The student reads a character part aloud.

3. The student uses correct vocal expression.

ACTIVITIES

3. (a) The student watches a film of a play and points out the use of vocal expression to convey a meaning.
- (b) The student writes sentences using exclamation and question marks and reads aloud with exaggerated expression.
- (c) The student, in "Readers' Theatre" setting, reads very short plays aloud and is filmed.

06 FORMS OF LITERATURE - SELF-SELECTIVE READING

PERFORMANCE OBJECTIVES	CRITERIA
4. The student reads a book of his/her own choice and shares it.	4. Given a wide selection of books, the student selects a book to read, and shares with his/her classmates or the teacher by telling about the book, illustrating it, or pantomiming, dramatizing any portion of the book.

04 GRADE FOUR

Reading

Blue
Page

02 WORD IDENTIFICATION - Description/Rationale 1

Phonetic Analysis

Objectives/Criteria/Activities

1. Phonetic Skills

Structural Analysis

Objectives/Criteria/Activities

2. Possessives
- *3. Contractions
4. Affixes
5. Suffixes

03 VOCABULARY - Description/Rationale 3

Objectives/Criteria/Activities

1. Classifying
2. Homonyms, Synonyms, Antonyms
3. Context
4. Content Area
5. Sight Vocabulary

04 COMPREHENSION - Description/Rationale 5

Objectives/Criteria/Activities

1. Main Idea
2. Details
3. Sequence
4. Drawing Conclusions
5. Critical Comprehension

05 STUDY SKILLS - Description/Rationale 7

Objectives/Criteria/Activities

- *1. Alphabetical Order
- *2. Index
- *3. Dictionary
4. Skimming
5. Map
6. Map
7. Encyclopedia
8. Card Catalog

(*) Asterisk designates a minimum expected level of achievement

04 GRADE FOUR

Literature

Blue
Page

06 FORMS OF LITERATURE - Description/Rationale 9

Objectives/Criteria/Activities

1. Prose
2. Poetry
3. Drama
4. Self-Selective Reading

02 WORD IDENTIFICATION

Description: The ability to identify new words demands that the student have a mastery of the grapheme-phoneme (symbol-sound) relationships. This sequence deals with structural analysis and emphasizes the following skills: possessives, contractions, prefixes and suffixes, syllabication.

Rationale: Phonics skills are normally mastered in grades K-3 and are considered a remedial sequence at the intermediate grade level.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student demonstrates knowledge of phonetic skills by supplying and blending the correct sounds for each grapheme in a given word.	1. Given an unfamiliar word, the student applies phonics and "sounds out" the word.
2. The subject identifies variant possessive forms in context.	2. Given a choice, the student selects the correct variant possessive form to complete a sentence.
*3. Given a contraction, the student writes the words used to form the contraction.	3. The student indicates the two words used to form a contraction.
4. Given a root word, the student selects prefixes and suffixes from a list to make a new word.	4. The student forms a new word by adding prefixes or suffixes to a given root word.
5. The student uses rules of syllabication by identifying the correctly syllabified word.	5. Given a choice, the student indicates the correctly syllabified word.

ACTIVITIES

1. The student "sounds out" an unknown word.
2. The student selects from a multiple choice the correct variant possessive form to complete a sentence, e.g., Six (child's, children's) books were on the shelf.
3. The student, from a list of contractions, writes the two words that make up the contraction.

02 WORD IDENTIFICATION (Continued)

ACTIVITIES

4. The student marks suffixes, prefixes and/or root words in a list of words with suffixes and prefixes, e.g.,

un(truth)ful
dis(taste)ful
re(turn)

5. The student:
- divides words into syllables between the double consonants.
 - matches two lists of words to form compound words.
 - applies the rules for dividing vcv words and separating into syllables:

ti-ger	cab-in
lo-cal	riv-er

03 VOCABULARY

Description: This vocabulary sequence concentrates on classifying, homonyms, synonyms, antonyms, context area, and continuing development of sight vocabulary.

Rationale: Vocabulary development is a cumulative process of building a collection of words. In reading, the student should recognize and give multiple meanings and interpretations to increasing number of words.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student recognizes categories.	1. The student indicates which words are classified under the correct category.
2. The student indicates an understanding of homonyms, synonyms and antonyms.	2. Given a list of synonyms, homonyms and antonyms, the student supplies the appropriate pair word.
3. The student indicates comprehension.	3. After reading a sentence or short paragraph, the student supplies a definition for a specific word or phrase.
4. The student identifies words significant to content area.	4. From a teacher prepared list of content area vocabulary words, the student classifies the words under correct categorical headings.
5. The student utilizes knowledge of high frequency utility words by identifying the given words.	5. From a list of high frequency utility words, the student indicates the word being pronounced by the instructor.

ACTIVITIES

1. The student classifies a group of items according to similarities or differences, e.g., farm animals, water animals, birds.

03 VOCABULARY (Continued)

ACTIVITIES

2. (a) On construction paper, the student writes pairs of homonyms and hangs them on a constructed pear tree.
- (b) Given a sentence starter, the student completes the sentence using an antonym, e.g.,
- John is a big boy - but he has tiny hands.
Tom walked to the market - and ran all the way home.
- (c) The student indicates which antonyms are pairs from a list on the board.
- (d) As a member of a relay team, the student races to the board, writes a synonym for one of 5 or 6 words written on the board and passes the chalk to another student.
- (e) In the sentence, "Harry is happy with his new bike," the student replaces happy with a synonym.
3. (a) From a given paragraph, the student matches the underlined word with its meaning in the context of the story, e.g.,
- Tom caught an easy fly. baseball insect airplane
It was black as pitch. throw light tar
- (b) Through the use of the dictionary, the student discusses the multi-meanings of many words. The student discusses how to determine the correct meaning through context clues.
4. The student expands his/her vocabulary by introduction of "Word of the Week" in specific content areas.
5. (a) From a given list of vocabulary words, the student circles each word as it is pronounced.
- (b) Shown a written word, the student pronounces the word correctly.
- (c) Shown a written word, the student uses the word correctly in a written or oral sentence.

04 COMPREHENSION

Description: This sequence dealing with the development of comprehension skills emphasizes main idea, details, sequence, drawing conclusions, and critical comprehension.

Rationale: Comprehension consists of abilities including recognizing words and their meanings and grouping words into thought units for sentence and paragraph understanding and longer selections. Comprehension is the most important goal of the reading process. Through repetitive but expanding experiences, the student moves from the literal to the interpretative levels of comprehension.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student reads a selection and summarizes the main idea in one sentence.	1. After reading a paragraph the student selects from a multiple-choice the correct main idea.
2. The student answers questions about the details of a given reading selection.	2. The student answers questions dealing with specific paragraph reading.
3. The student arranges a list of phrases revealing a time sequence in chronological order.	3. The student numbers in correct chronological order a series of time sequence phrases.
4. The student analyzes inferences related to a given paragraph by choosing the one that is the most logical conclusion to the paragraph.	4. The student supplies or indicates logical conclusions to given paragraphs.
5. The student selects appropriate personality characteristics from a given list for a main character.	5. The student reads a paragraph and from a given list selects the appropriate personality characteristics.

ACTIVITIES

1. (a) After reading a short paragraph, the student indicates the main idea sentence or phrase by underlining.

04 COMPREHENSION (Continued)

ACTIVITIES

1. (b) Given a paragraph or short reading selection, the student demonstrates understanding of the main idea by writing a title for the article (or choosing a correct title from multiple choice).
2. (a) The student answers questions or discusses details related to a poster-size picture that was shown to class.
(b) The student looks at a tray upon which 20 classroom items (pencils, scissors, glue) have been placed for one minute, and then records remembered items.
(c) The student reads paragraphs on which all the sentences are numbered, one of which is irrelevant. He/she indicates the irrelevant one.
3. (a) The student rearranges paragraphs of a story that are out of order so that the sequence is correct.
(b) The student arranges comic strip squares which have been cut apart in correct story sequence.
4. The student indicates on worksheet the correct ending of each sentence, e.g.,

It was a very windy day.
Mrs. Brown hung her laundry on the line to dry.

 - a. The clothes got wet again.
 - b. The clothes dried quickly.
5. (a) The student reads aloud and then discusses personality traits of central characters in the story.
(b) Given a paragraph to read, the student indicates some of the main character's personality traits.

05 STUDY SKILLS

Description: This sequence deals with the following study skills: alphabetical order use of index, dictionary usage, skimming, map skills, and use of encyclopedias and card catalogs.

Rationale: Study skills are the application of the reading process to the content areas and the many sources of information in the outside world. The efficient reader in any subject must develop skill and independence in locating and organizing information.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student alphabetizes words.	1. Given several short lists of words, the student numbers or writes the words in correct alphabetical order.
*2. The student uses an index to find topics and subjects.	2. Given a sample of an index, the student indicates the correct response to written questions about topic and page number.
*3. The student uses guide words and entry words when using a dictionary.	3. Given several sets of guide words, and a list of entry words, the student matches the entry words to the correct guide words.
4. The student skim-reads in order to locate information quickly.	4. Within a limited time period, the student underlines specific key words or phrases found in a paragraph.
5. The student ascertains directions and locates the four main compass points on a map.	5. Given a map, the student labels the four main compass points on a map of the U.S.
6. The student identifies places, routes, directions on a map.	6. The student traces a route on a map by following written directions.
7. The student uses encyclopedias to obtain specific information.	7. Given questions, the student finds the answers in an encyclopedia.
8. The student uses a card catalog to locate a specific book.	8. Given a subject, the student uses a card catalog to find books about it.

05 STUDY SKILLS (Continued)

ACTIVITIES

1. The student numbers the position of words in a group as they would be arranged in alphabetical order:

2 drive 1 dream 3 drop

2. (a) Given a series of questions based on an indexed book to which they have access, the student indicates the key word in the question which appears in the index, e.g., How much iron ore is mined yearly in the U.S.?

- (b) Given an index of want ads from the daily paper, the student answers questions:

In what section would you look if you wished to buy a violin?

3. Given a list of ten words, the student records guide words and the page number for each entry word.

4. (a) Given a telephone directory page or any tabulated list such as in an atlas, the student looks for specific names.

- (b) Given key words, the student skims encyclopedia articles to find them.

- (c) Given many opportunities to practice, the student increases skill in reading complete phrases and/or sentences.

- (d) Given three pages or reading material to be read in two minutes, the student discusses or answers written questions about the material.

5-6. See Scholastic Map Study Workbooks.

7. Given a list of topics, the student selects four of them and looks them up in the index. The student records correct encyclopedia number.

8. (a) Given samples of card catalog cards, the student uses oral experience in finding the information therein.

- (b) By using the card catalog in the school library, the student finds specific titles or authors.

06 FORMS OF LITERATURE - PROSE

Description: The student begins classifying literature by determining if simple events or character actions could actually occur in real life.

Rationale: Before a student can discriminate between realistic and imaginary writing, he/she must first identify individual characters or events as being real to life or imaginary.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student differentiates between fictional forms and factual forms.	1. Given a series of short selections, the student identifies the selection as fact or fiction.

ACTIVITIES

1. (a) The student writes two simple sentences or stories about himself/herself. One sentence or story should be factual, the other imaginary. In small groups, the student reads his/her work to let the group distinguish the fact from the fantasy, e.g.,

I was born seven hundred years ago in a cave.
On December 4, 1967, I was born in Mercy Hospital.

- (b) The student records his/her self-selective books as fiction or fact on a class chart, individual record sheet, book report forms, or literature wheels.

06 FORMS OF LITERATURE - POETRY

Description: The student identifies the difference between poetry and prose. The student also recognizes the basic characteristics of poetry.

Rationale: The student must be able to carry on a basic analysis and synthesis and to appreciate the emotional reaction to poetry. The major purpose is enjoyment and enrichment.

PERFORMANCE OBJECTIVES	CRITERIA
2. The student identifies mood and/or characters of a given poem.	2. After listening to (or reading) a poem, the student identifies the main characters, and from a given list points out words that describe the mood.

ACTIVITIES

2. (a) After listening to a lyric poem, the student selects appropriate feelings from a list.
- (b) After listening to a narrative poem, the student lists and describes the characters.
- (c) The student chooses a poem to illustrate by drawing or by cutting pictures from a magazine.

06 FORMS OF LITERATURE - DRAMA

Description: The student will appreciate drama as a separate literary form by learning to recognize its unique aspects: movement and dialogue.

Rationale: The student must be given an opportunity to participate in the acting out of parts in plays, as well as role-playing. This participation teaches the student to accept responsibilities in a changing world.

PERFORMANCE OBJECTIVES

3. The student recognizes the stage directions of a dramatic selection.

CRITERIA

3. The student follows stage directions.

ACTIVITIES

3. (a) The student locates and circles the stage directions in a play.
- (b) The student acts out a simple play without using the stage directions, and acts it out a second time using the stage directions.
- (c) The student writes stage directions for a simple dialogue. The dialogue could be written by the student or taken from a prose selection.
- (d) The student reads the part of a character in a play and follows the stage directions.

06 FORMS OF LITERATURE -- SELF-SELECTIVE READING

PERFORMANCE OBJECTIVES	CRITERIA
4. The student reads a book of his/her own choice and shares it.	4. Given a wide selection of books, the student selects a book to read, and shares with his/her classmates or the teacher by telling about the book, illustrating it, or pantomiming, dramatizing any portion of the book.

05 GRADE FIVE

Reading

White
Page

02 WORD IDENTIFICATION - Description/Rationale 1

Phonetic Analysis

Objectives/Criteria/Activities

1. Phonetic Skills

Structural Analysis

Objectives/Criteria/Activities

- *2. Plurals
- *3. Root Words
- *4. Syllables

03 VOCABULARY - Description/Rationale 2

Objectives/Criteria/Activities

1. Homonym
2. Word Meaning
3. Content
4. High Frequency Words

04 COMPREHENSION - Description/Rationale 3

Objectives/Criteria/Activities

1. Main Ideas and Details
2. Main Ideas and Details
3. Sequence
4. Cause and Effect
5. Probable Outcome
6. Fact and Opinion
7. Main Problem
8. Character Motivation

05 STUDY SKILLS - Description/Rationale 5

Objectives/Criteria/Activities

- *1. Locating Information
2. Pronunciation Key
3. Skims
- *4. Map
- *5. Telephone Directory

(*) Asterisk designates a minimum expected level of achievement

05 GRADE FIVE

Literature

White
Page

06 FORMS OF LITERATURE - Description/Rationale 7

Objectives/Criteria/Activities

1. Prose
2. Poetry
3. Drama
4. Self-Selective Reading

02 WORD IDENTIFICATION

Description: The ability to identify new words demands that the student have a mastery of the grapheme-phoneme (symbol-sound) relationships.

Rationale: Phonics skills are normally mastered in grades K-3 and are considered a remedial sequence at the intermediate grade level.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student demonstrates knowledge of phonetic skills by supplying and blending the correct sounds for each grapheme in a given word.	1. Given an unfamiliar word, the student applies phonics and "sounds out" the word.
*2. The student identifies irregular plurals.	2. Student recognizes irregular plurals by underlining correct usage (child, children, man, men).
*3. The student identifies the roots of given words with affixes.	3. Given a list of words with prefixes and suffixes, the student will underline the root word.
*4. The student divides the word into syllables when given a multisyllable word.	4. Student divides, correctly, a list of multisyllable words into proper syllables:

ACTIVITIES

1. The student "sounds out" an unknown word.
2. From a pair of given words, the student chooses the proper form of irregular plural to use in a given sentence.
3. The student underlines the root word on a list of words containing both prefixes and suffixes.
4. The student listens for vowel sounds in a group of dictated three syllable words and lists words in correct syllables. The student marks the vowels and divides into syllables a list of three syllable words.

03 VOCABULARY

Description: This vocabulary sequence concentrates on classifying, homonyms, synonyms, antonyms, context area, and continuing development of sight vocabulary.

Rationale: Vocabulary development is a cumulative process of building a collection of words. In reading, the student should recognize and give multiple meanings and interpretations to increasing number of words.

PERFORMANCE OBJECTIVES	CRITERIA
1. When given a homonym in oral sentence, the student correctly spells the homonym.	1. The student identifies proper spelling of a homonym from the way it is used in an oral sentence.
2. The student identifies the correct meaning of a multi-meaning word in a given sentence.	2. Given a sentence with underlined word and a list of meanings, the student selects the correct meaning.
3. The student identifies words significant to content area.	3. The student recognizes words pertinent to social studies, creative writing or reporting on any factual material.
4. The student demonstrates knowledge of high frequency utility words by identifying the given words.	4. The student reads frequently used words from a list.

ACTIVITIES

1. The student supplies the correct homonyms in given sentences.
2. The student finds the given word in the dictionary to determine which definition is used in a given sentence.
3. The student gives an oral report by introducing new vocabulary to the rest of the class before his/her presentation.
4. The student identifies words correctly from a flash card/chalk board.

04 COMPREHENSION

Description: This sequence contains main idea and details, sequence, cause and effect, probable outcome, fact and opinion, main problem, and character motivation.

Rationale: Vocabulary development is a cumulative process of building a collection of words. In reading, the student should recognize and give multiple meanings and interpretations to increasing number of words.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student identifies the main ideas and supporting details in a given paragraph.	1. Using information presented in a paragraph, the student finds main idea.
2. The student analyzes a reading selection by identifying the pertinent details.	2. The student recalls main events in a given reading selection.
3. The student reorders given paragraphs to form a logical sequence.	3. When presented with several paragraphs out of order, the student rearranges them in proper order.
4. The student recognizes cause and effect relationships.	4. Given a selection of cause and effect relationships, the student matches each cause statement with a corresponding effect statement.
5. The student predicts probable outcome of a given situation.	5. When one given factor is changed, the student selects the most likely outcome.
6. The student distinguishes between fact and opinion.	6. Given a statement, the student classifies it as fact or opinion.
7. The student identifies the main problem.	7. After reading a story, the student identifies the main problem.

04 COMPREHENSION (Continued)

PERFORMANCE OBJECTIVES	CRITERIA
8. The student identifies character motivation.	8. The student correctly selects from a given set of alternatives the motive that best explains a character's actions in a particular story.

ACTIVITIES

1. Given select short paragraphs followed by several statements, the student reads paragraphs and chooses the proper statement that expresses the main idea.
2. The student answers specific questions about a familiar story, place, person, or situation.
3. When given several paragraphs, the student places numbers by each one to indicate their proper sequence.
4. From a list of events, the student predicts what the possible effect will be.
5. The student selects a conclusion from a group of possible conclusions that will best complete a story.
6. Given a sports page, editorial page or story from a newspaper, the student identifies phrases as fact or opinions.
7. Given a short story, the student identifies the main problem from a list of likely problems.
8. The student identifies parts of a given selection that describe the main character's feelings, attitudes and reactions to these circumstances.

05 STUDY SKILLS

Description: In this sequence, the student develops skill in locating information, using the pronunciation key, skimming, using maps, and using the telephone directory.

Rationale: Vocabulary development is a cumulative process of building a collection of words. In reading, the student should recognize and give multiple meanings and interpretations to increasing number of words.

PERFORMANCE OBJECTIVES	CRITERIA
*1 The student locates the index, glossary, table of contents, list of illustrations, bibliography, and title page of a given book by noting page number.	1. The student indicates pages where different information can be located.
2. The student uses a pronunciation key to guide him in identifying the correct phonetic respelling of the underlined word in the sentence.	2. The student demonstrates knowledge of use of pronunciation key by pronouncing words correctly.
3. Given a reading selection, the student skims the material within a time limit, and answers questions based on the selection.	3. By skimming material in a certain time limit, the student will be able to recall major events.
*4. The student relates information from a map by reading the legend.	4. By reading the legend on a map, the student will be able to understand symbols on the map.
*5. Given a telephone directory, the student locates specific information within it.	5. Using a telephone directory, the student will be able to locate fire department, police, ambulance, school, pet shops, etc.

ACTIVITIES

1. The student locates specific information by using all parts of reference material (all are used if a written report is required).

05 STUDY SKILLS (Continued)

ACTIVITIES

2. The student identifies the correct phonetic spelling of a given word and writes the correct spelling for the phonetic spelling of a word.
3. The student verifies information in a given selection when responding to a question regarding that selection.
4. The student locates the legend on a map and identifies symbols on a map and legend.
5. The student compares and identifies use of white and yellow pages of a telephone directory.

06 FORMS OF LITERATURE - PROSE

Description: The student begins classifying literature by determining if simple events or character actions could actually occur in real life.

Rationale: Before a student can discriminate between realistic and imaginary writing, he/she must first identify individual characters or events as being real to life or imaginary.

PERFORMANCE OBJECTIVES	CRITERIA
1. The student identifies a given portion of a literary selection as one of the following types: biography, folklore, fact, fiction.	1. Given a series of short selections, representing the various literary types, the student identifies each type as one of the following: biography, folklore, fact or fiction.

ACTIVITIES

1. (a) Given lists of literary types and descriptions of those types, the student matches the type with its description, such as:
 - a. These stories are accounts of people who really lived.
 - b. These stories were originally told by people hundreds of years ago. Gradually they were written down.
 - c. This type contains information describing an event or an actual place or thing.
 - d. This story comes from the author's imagination.

b Folktales

a Biography

c Factual

d Fiction
- (b) The student classifies and records stories and books into literary types on a class chart, record sheets, book report forms, or literature wheels.

06 FORMS OF LITERATURE - POETRY

Description: The student identifies the difference between poetry and prose. The student also recognizes the basic characteristics of poetry.

Rationale: The student must be able to carry on a basic analysis and synthesis and to appreciate the emotional reaction to poetry. The major purpose is enjoyment and enrichment.

PERFORMANCE OBJECTIVES	CRITERIA
2. The student identifies mood and/or characters of a given poem.	2. After listening to (or reading a poem, the student identifies the main characters, and from a given list points out words that describe the mood.

ACTIVITIES

2. (a) After listening to a lyric poem, the student selects appropriate feelings from a list.
- (b) After listening to a narrative poem, the student lists and describes the characters.
- (c) The student chooses a poem to illustrate by drawing or by cutting pictures from a magazine.

06 FORMS OF LITERATURE - DRAMA

Description: The student will appreciate drama as a separate literary form by learning to recognize its unique aspects: movement and dialogue.

Rationale: The student must be given an opportunity to participate in the acting out of parts in plays, as well as role playing. This participation teaches the student to accept responsibilities in a changing world.

PERFORMANCE OBJECTIVES	CRITERIA
3. The student recognizes the stage directions of a dramatic selection.	3. The student follows stage directions.

ACTIVITIES

3. (a) The student locates and circles the stage directions in a play.
- (b) The student acts out a simple play without using the stage directions, and acts it out a second time using the stage directions.
- (c) The student writes stage directions for a simple dialogue. The dialogue could be written by the student or taken from a prose selection.
- (d) The student reads the part of a character in a play and follows the stage directions.

06 FORMS OF LITERATURE - SELF-SELECTIVE READING

PERFORMANCE OBJECTIVES	CRITERIA
4. The student reads a book of his/her own choice and shares it.	4. Given a wide selection of books, the student selects a book to read, and shares with his/her classmates or the teacher by telling about the book, illustrating it, or pantomiming, dramatizing any portion of the book.

06 GRADE SIX

Reading

Buff
Page

02 WORD IDENTIFICATION - Description/Rationale 1

Phonetic Analysis

Objectives/Criteria/Activities

- *1. Pronunciation

Structural Analysis

Objectives/Criteria/Activities

- *2. Identifies Word Parts
- *3. Syllabification

03 VOCABULARY - Description/Rationale 3

Objectives/Criteria/Activities

- *1. Categorization
- 2. Synonyms/Antonyms
- *3. Homonyms
- 4. Words in Context
- *5. Prefixes
- *6. Suffixes
- *7. Roots

04 COMPREHENSION - Description/Rationale 6

Objectives/Criteria/Activities

- *1. Main Idea
- 2. Main Idea
- *3. Details
- 4. Sequence
- 5. Time/Order
- 6. Cause/Effect
- 7. Conclusions
- 8. Fact and Opinion
- 9. Relevant/Irrelevant
- 10. Analogies

(*) Asterisk designates a minimum expected level of achievement

06 GRADE SIX

Reading (Continued)

Buff
Page

05 STUDY SKILLS - Description/Rationale 9

Objectives/Criteria/Activities

- *1. Following Directions
- *2. Following Directions
3. Visual Materials (Maps)
4. Visual Materials (Table)
5. Visual Materials (Chart)
- *6. Reference Aids (Alphabet)
- *7. Reference Aids (Table of Contents)
8. Reference Aids (Index)
- *9. Reference Aids (Glossary)
- *10. Reference Aids (Dictionary Skills)
11. Reference Aids (Dictionary Skills)
- *12. Library
13. Rate of Reading SQ3R

Literature

06 FORMS OF LITERATURE - Description/Rationale 12

Objectives/Criteria Activities

- *1. Prose
2. Prose
3. Poetry
4. Drama
5. Self-Selective Reading

(*) Asterisk designates a minimum expected level of achievement

02 WORD IDENTIFICATION

Description: Word identification includes those techniques which enable a student to pronounce words. These techniques are phonetic analysis and structural analysis.

Rationale: Word identification is the ability to look at a printed word and pronounce it correctly. Phonetic analysis means working out the pronunciation by letter sounds; structural analysis means working out the pronunciation by dividing the word into parts. Pronouncing a word correctly is one of the most important clues to meaning. Accurate pronunciation increases the efficiency and enjoyment of both silent and oral reading.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student pronounces words correctly.	1. The student uses regular phonic principles to pronounce words correctly.
*2. The student identifies word parts.	2. The student recognizes: - plural endings - possessive endings - contracted forms - inflectional endings as word parts.
*3. The student divides words into syllables.	3. The student applies rules of syllabification.

ACTIVITIES

1. (a) With a list of multisyllabic words, the student practices pronouncing the words within a reasonable time span.
- (b) Given a list of words, the student locates the words in a dictionary and uses the diacritical marks to pronounce the words correctly.
- (c) Given a list of place names, technical terms, or foreign words which have been respelled phonetically, the student pronounces the words correctly.

02 WORD IDENTIFICATION (Continued)
ACTIVITIES

2.
 - (a) Given a list of words, the student underlines and labels word parts.
 - (b) Given a list of sentences with incomplete verbs, the student supplies the correct inflectional endings.
 - (c) Given a list of base words, the student supplies the correct plural, possessive, or contracted form.
 - (d) The student uses a list of prefixes and a list of roots to form words.
3.
 - (a) Given a list of words of two or more syllables, the student divides the words.
 - (b) Given a list of words of two or more syllables, the student uses the dictionary to find syllabification.

03 VOCABULARY

Description: The vocabulary sequence includes all of the techniques for improving, refining, and expanding the student's present vocabulary. To advance through this sequence, the student will work with word meaning, word relationships, and word categories.

Rationale: Vocabulary development is a cumulative process of building a collection of words. For effective reading the student should recognize and understand multiple meanings and interpretations of an increasing number of words.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student categorizes from a given list of words by placing the words under appropriate headings. 2. The student selects from a list an appropriate synonym or antonym for a given word. *3. The student selects correct homonym from a homonym pair in a given sentence. 4. The student selects the correct definition for a particular word in context.	1. When given a list of words and 3 main headings, the student places the words from the list under appropriate headings. 2. When given a word and 4 words listed after it, the student identifies the correct synonym or antonym 3. When given a sentence containing a choice of homonyms, the student chooses the correct homonyms, e.g., I went to (their, there, they're) houses. 4. When given an underlined word in a sentence, the student selects the correct definition of the word from the list, e.g., Mary was <u>crestfallen</u> at the low grade she received. Crestfallen means: a. happy b. dejected c. lonely

03 VOCABULARY (Continued)

PERFORMANCE OBJECTIVES	CRITERIA
*5. The student matches words with prefixes and their definitions.	5. Given a list of words containing prefixes and a list of definitions, the student chooses the correct definition for each word, e.g., repay not finished unfinished not sure unsure pay back
*6. The student matches the suffix with its correct definition.	6. The student chooses the correct definition for a suffix, e.g., <u>less</u> means a. without b. more c. one who
*7. The student selects the correct root for a given word.	7. When given a word containing a root, the student selects the correct root from a list, e.g., reaction a. react b. action c. act

ACTIVITIES

1. (a) The student lists words which fall in one of these sensory categories: see, hear, or smell. The student classifies the words, e.g., (1) tulips, (2) clocks, (3) sunsets.
 (b) The student takes newspapers and lists all the words that pertain to a specific category, e.g., color, size, locations, food, etc.
 (c) The student groups other students according to color of hair, height, weight, fastest, etc.
 (d) The student goes outside and lists all the things that begin with a specific letter.
2. When given a word and four words listed after it, the student identifies the synonym and antonym.

03 VOCABULARY (Continued)

ACTIVITIES

3. (a) Given a series of sentences in which homonyms are used incorrectly, the student provides the correct forms.
- (b) Given one of a set of homonyms, the student provides the other one.
- (c) Given a set of sentences with blank spaces for homonyms, the student provides the correct form for each.
4. (a) The student uses direct explanation clues.
- (b) The student uses an experience clue to approximate meaning of words.
- (c) The student uses a mood or tone clue.
- (d) The student uses examples given to explain.
- (e) The student uses a restatement of a synonym clue.
5. (a) The student devises exercises consisting of three prefixes, for which examples or usage are given. The student thinks of additional words, e.g.,
 - (1) pre (before): preheat, preschool, _____, _____.
 - (2) re (again, back): repay, refill, _____, _____.
 - (3) un (not): unhappy, unhurt, _____, _____, _____.
- (b) Given a list of words, the student writes a given prefix before the words and gives the meaning of the new words.
6. Given exercises containing suffixes and definitions, the student thinks of additional words.

Example: ful - full of - beautiful
7. (a) When given words, the student lists those with the same root together.
- (b) When given words (with common root), the student chooses the one that fits into each of the sentences and identifies the root.

04 COMPREHENSION

Description: The comprehension sequence presents the following skills: locating the main idea; recognizing details, sequence, and cause-effect relationships; and drawing conclusions.

Rationale: Reading comprehension includes recognizing words and their meanings and grouping words into thought units for sentence and paragraph understanding. Comprehension is the most important goal of the reading process. Through repetitive but expanding experiences, the student moves from the literal to the interpretative levels of comprehension.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student selects the main idea from a paragraph.	1. Given a list of titles and a related paragraph, the student selects the best title.
2. The student determines the inferred main idea in a paragraph.	2. Given a paragraph and a list of inferred main ideas, the student chooses the correct idea.
*3. The student finds a given number of specific details in a selection.	3. Given a selection, the student identifies its details.
4. The student indicates correct time-order relationships.	4. When given a list of scrambled time-order sentences, the student places them in correct order.
5. The student points out the effect, from a list, after reading a selection with a stated cause.	5. Given a selection containing a stated cause, the student selects the correct effect from a list.
6. The student identifies the logical conclusion of a reading selection when given a list of conclusions.	6. When given a selection and a list of possible conclusions, the student identifies the correct conclusion.
7. The student selects the inferred conclusion from a paragraph.	7. The student chooses the logical conclusion from a list after reading a paragraph.

04 COMPREHENSION (Continued)

PERFORMANCE OBJECTIVES	CRITERIA
8. The student classifies a sentence as fact or opinion.	8. Given a list of sentences, the student indicates which sentence is factual (F) and which is opinion (O).
9. The student chooses relevant facts from a list of relevant and irrelevant facts.	9. Given a topic heading and a list of relevant and irrelevant facts, the student underlines the relevant ones.
10. The student selects the correct word to complete an analogy.	10. The student selects a word from a list to complete an analogy.

ACTIVITIES

1. (a) Given a short story and a list of 3 or 4 different possible titles, the student chooses the correct title.
- (b) The student chooses the one sentence from a paragraph that best describes it.
- (c) The student sums up a paragraph in one word or a short phrase.
2. The student chooses the correct title for a paragraph from a list of possible titles.
3. The student underlines the details in a selection which answer related questions.
4. (a) The student numbers pictures in time-order.
- (b) The student numbers sentences in correct time-order.
- (c) The student circles clue words when given sentences using time-order words, e.g., next, then, first, at last, etc.
5. (a) The student reads a selection and asks, "What happened next?"
- (b) The student reads a selection, underlines the cause, and circles the effect.

04 COMPREHENSION (Continued)

ACTIVITIES

6.
 - (a) The student reads a paragraph and lists the cause and effect of each paragraph.
 - (b) The student reads a paragraph and answers "why" questions based on content.
7. The student identifies the logical conclusion from a list after reading a given paragraph.
8. The student reads "Letters to the Editor" and tells which sentences are fact and which are opinion.
9.
 - (a) The student lists relevant facts under a given heading.
 - (b) The student lists irrelevant facts under a given heading.
10.
 - (a) Given a picture with a list of sentences, the student selects a sentence which best describes the illustration.
 - (b) Given a paragraph, the student underlines the topic sentence (whether at the beginning, middle, or end).

05 STUDY SKILLS

Description: The study skills sequence enumerates the practical applications of the reading process to the student's probable needs for school, work, and personal growth.

Rationale: The efficient reader in any subject must develop skill and independence in locating, organizing, and interpreting information.

PERFORMANCE OBJECTIVE	CRITERIA
*1. The student follows written directions.	1. When given a selection and a set of questions, the student properly marks each answer based on written directions.
*2. The student follows written directions on printed forms.	2. The student reads the directions and properly fills out a printed form.
3. The student uses the legend on maps.	3. The student answers questions based on information from the legend of a map.
4. The student interprets information from a table.	4. The student answers questions based on information found in a table.
5. The student interprets information from a chart.	5. The student answers questions based on information found on a chart.
*6. The student uses proficiency in alphabet skills in utilizing various types of reference aids.	6. Given various reference books (e.g., telephone book, encyclopedia), the student locates information using alphabet skills.
*7. The student indicates proficiency in the use of table of contents.	7. Given various types of reading materials, the student answers questions based on the table of contents.
8. The student locates information with the use of an index.	8. Given a book, the student locates specific topics by using an index.
*9. The student utilizes the glossary of a textbook.	9. Given a textbook, the student locates and writes down information using the glossary.

05 STUDY SKILLS (Continued)

PERFORMANCE OBJECTIVE	CRITERIA
*10. The student identifies dictionary guide words and uses them to locate words.	10. The student locates words from a list using guide words.
11. The student uses the dictionary to help pronounce a new word.	11. Using diacritical marks and stress marks, the student correctly pronounces a list of words.
*12. The student effectively uses the library.	12. The student locates information using the card catalog, Dewey Decimal System, and reference materials.
13. The student uses proficiency in SQ3R.	13. The student demonstrates SQ3R proficiency by answering a series of questions based on a given passage.

ACTIVITIES

1. The student follows written directions and answers questions.
2. (a) The student fills out correctly an emergency card.
 - (b) The student correctly fills out a post office change of address form.
 - (c) The student correctly fills out a library card application form.
3. (a) Given a map showing longitude and latitude, the student locates cities.
 - (b) The student uses a road map to find directions, routes, rivers, and highways.
4. The student answers questions based on a table of information.
5. The student enters missing information on a chart.
6. (a) The student locates names and addresses in a phone book.
 - (b) Given various subjects, the student locates page numbers from an encyclopedia within a given period of time.
7. The student answers questions based on a table of contents of a book, a newspaper, and a magazine.

05 STUDY SKILLS (continued)

ACTIVITIES

8. Given a list of topics and a book, the student uses the index to list page numbers.
9. Given a list of new words and a text, the student writes down definitions from the glossary.
10. Given a list of words, the student locates correct pages and lists guide words.
11. The student rewrites words using diacritical marks.
12. (a) The student uses the card catalog and recognizes the differences among the title, author, and subject cards.
(b) The student locates specific books by first going to the card catalog and then locating the book from the information given on the card.
(c) The student locates books and lists titles under a particular subject heading.
(d) The student matches a list of book titles with a list of Dewey Decimal numbers.
(e) The student locates various subjects using reference aids, such as the Readers' Guide.
13. The student adjusts reading rate to material and purpose: skimming rate, rapid reading, normal rate, and careful rate.

06 FORMS OF LITERATURE - PROSE

Description: The student begins classifying literature by determining if simple events or character actions could actually occur in real life.

Rationale: Before a student can discriminate between realistic and imaginary writing, he/she must first identify individual characters or events as being real to life or imaginary.

PERFORMANCE OBJECTIVES	CRITERIA
*1. The student classifies a given portion of a literary selection under the following genre: fable, folktale, myth, tall tale, narrative fiction (adventure, mystery, humor).	1. Given a variety of fictional selections, the student identifies each selection as one of the following: fable, folktale, myth, tall tale or narrative fiction (adventure, mystery, humor, etc.).
2. The student classifies a given selection of non-fiction as belonging to one of the following categories: newspaper or periodical article, essay, biography, auto-biography, or scientific writing.	2. Given a variety of non-fictional selections, the student classifies each selection as one of the following: newspaper or periodic article, essay, biography, auto-biography, or scientific writing.

ACTIVITIES

1. (a) Given a list of descriptions for each literary type and a list of the types, the student matches the type with its description.
- (b) The student classifies and records stories and books that he/she reads into one of these literary types on a class chart, record sheets, book report forms, or literature wheels.
- (c) The student writes stories following the definitions of each type. These stories could be exchanged and classified by other students.
2. The student writes non-fictional forms such as newspaper articles to report observable events, or biographies/auto-biographies.

06 FORMS OF LITERATURE - POETRY

Description: The student identifies the difference between poetry and prose. The student also recognizes the basic characteristics of poetry.

Rationale: The student must be able to carry on a basic analysis and synthesis and to appreciate the emotional reaction to poetry. The major purpose is enjoyment and enrichment.

PERFORMANCE OBJECTIVES	CRITERIA
*3. The student identifies mood and/or characters of a given poem.	3. After listening to (or reading) a poem, the student identifies the main characters, and from a given list points out words that describe the mood.

ACTIVITIES

3. (a) After listening to a lyric poem, the student selects appropriate feelings from a list.
- (b) After listening to a narrative poem, the student lists and describes the characters.
- (c) The student chooses a poem to illustrate by drawing or by cutting pictures from a magazine.

06 FORMS OF LITERATURE - DRAMA

Description: The student will appreciate drama as a separate literary form by learning to recognize its unique aspects: movement and dialogue.

Rationale: The student must be given an opportunity to participate in the acting out of parts in plays as well as role playing. This participation teaches the student to accept responsibilities in a changing world.

PERFORMANCE OBJECTIVES	CRITERIA
4. The student recognizes the stage directions of a dramatic selection.	4. The student follows stage directions.

ACTIVITIES

4. (a) The student locates and circles the stage directions in a play.
- (b) The student acts out a simple play without using the stage directions, and acts it out a second time using the stage directions.
- (c) The student writes stage directions for a simple dialogue. The dialogue could be written by the student or taken from a prose selection.
- (d) The student reads the part of a character in a play and follows the stage directions.

06 FORMS OF LITERATURE - SELF-SELECTIVE READING

PERFORMANCE OBJECTIVES	CRITERIA
5. The student reads a book of his/her own choice and shares it.	5. Given a wide selection of books, the student selects a book to read, and shares with his/her classmates or the teacher by telling about the book, illustrating it, or pantomiming, dramatizing any portion of the book.